

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

Mowgli and  
Shere Khan

TEACHER'S MANUAL

LEVEL 4

Weeks 1–4

Pamela White

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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 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.

### 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 <i>Mowgli and Shere Khan</i> Level 4</b>
1	Editing Marks, Indentation, Capitalization, Title, Noun, Pronoun, Preposition, Number Words and Numerals
2	Subject-Verb Pair, Clause, Verb, Linking Verb, Helping Verb, Sentence Openers
3	Conjunction, Coordinating Conjunction, Prepositional Phrase
4	Adjective, Dependent Clause, Quotation
5	Adverb, #3 -ly Adverb Opener, www Word
6	Apostrophes, Indefinite Pronoun
8	Run-On
9	Interjection
13	#4 -ing Opener
17	Commas with Adjectives before a Noun
Not Used	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	2																													
noun of direct address									10																					
plural noun					6																									
Pronoun	1	2																												
personal pronoun	1																													
subject pronoun	2			5				9																						
indefinite pronoun					6	7																								
possessive pronoun			4			7																								
demonstrative pronoun						7																								
reflexive pronoun	1						8																							
interrogative pronoun				5						12																				
unclear pronoun																											28			
Preposition	1									13	14																			
Verb																														
action verb	2																													
linking verb	2																													
helping verb	2																													
phrasal verb		3																												
subject/verb agreement					6			9																						
verb tense						7				11																				
verb phrase										11					16															
Conjunction			3																	20										
coordinating			3							10										20										
subordinating										11										20										
Adjective				4																										
article adjective	1																													
possessive adjective				4		6		8																						
coordinate adjectives																		18							25					
cumulative adjectives																	17								25					
compound adjective																										26				
Adverb					5																									
interrogative adverb									9																					
Interjection									9																					

	Week																													
Capitalization	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
First Word of Sentence	1																													
Proper Noun	1																													
Proper Adjective	1																													
Personal Pronoun I	1																													
Interjection								9																						
Quotation Marks				4		6																								

## Punctuation

End Marks																														
period	1																													
question mark	1																													
exclamation mark	1			5				9																						
quotation marks			4	5																										
Commas																														
a and b		3							10																					
a, b, and c		3							10																					
MC, cc MC								9	10																					
prepositional phrase		3											14		16															
who/which clause			4														19													
quotations			4																											
that clause							7															23								
interjection								9															24							
noun of direct address									10																					
#2 prepositional opener		3											14	15	16															
#3 -ly adverb opener			5											15																
adverb clause									11																					
#5 clausal opener			5						11				15																	
comma splice							8	9																						
cumulative adjectives																17								25						
coordinate adjectives																18								25						
#4 -ing opener												13	15	16					21											
unnecessary commas																							24					29		
Quotation Marks			4		6																									
Apostrophes																														
contraction					6																									
possessive adjective					6		8																							
Hyphens																														
compound adjective																									26					

	Week																														
Clauses	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	
Who/Which Clause				4								12							19		21	22									
That Clause							7					12											23								
Adverb Clause					5						11	12		14																	
Dependent Clause				4			7				11	12											23								
Main Clause		2										12																27			

## Phrases

prepositional phrase	1		3										13	14		16															
verb phrase											11					16															
participial (-ing) phrase													13			16					21						27				

## Homophones

Whose/Who's																						22									
-------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	----	--	--	--	--	--	--	--	--	--

## Other Concepts

Indentation	1																															
Numbers	1																															
Subject-Verb Pairs	2																												24			
Fused Sentence								8	9																							
Comma Splice								8	9																							
Imperative Sentence					5																											
Usage																																
pronoun agreement	2	3	4																										22			
adverb/adjective					5																											
subject/verb agreement						6			9																							
verb tense							7			11																						
reflexive pronoun								8																								
who/whom/whose																												21	22			

## Stylistic Techniques

Strong Verb		2																													
Quality Adjective				4																											
Who/Which Clause				4								12							19		21	22									
-ly Adverb					5																										
Adverb Clause					5						11	12		14																	
#1 Subject Opener		2														15															
#2 Prepositional Opener			3											14	15																
#3 -ly Adverb Opener					5											15															
#4 -ing Opener													13		15	16				21											
#5 Clausal Opener											11				15																
#6 Vss Opener											10				15																

## Vocabulary

1 vast lame limit endanger	2 desperate strayed alerted retaliate	3 apprehension puny entrance glared	4 pack frustration boldness practical	5 annual squatting threatened considerably	6 addressed claim purchase preserve
7 eagerly thickly detect leisure	8 awkwardly carefree gaze occasions	9 mistrusted craftily content embarrassed	10 urgently shrugged concerned manipulates	11 aggressive hesitated reasoned oblivious	12 jagged bore captivity miserably
13 blow cautiously distress steadily	14 intensely accomplish responded recognize	15 potential dread anxiously taunted	16 kill descending crouched unfamiliar	17 mist concluded astounded constantly	18 hailed senseless inevitably blossomed
19 capable ascended clutched challenging	20 clumsy tension wearily approach	21 solitary succulent recently threatened	22 decade vows protested maintained	23 influenced restored consider furiously	24 murmuring inwardly cease comprehend
25 igniting cowering consistently quivered	26 pledged betray debt frantically	27 confidently tolerate commanded respected	28 peering struck dusk blurted	29 confused confirm determined sorrow	30 pleading generosity kin varied



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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.

### 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 ~~6~~<sup>six</sup> cubs. Mowgli would become her ~~7th~~<sup>seventh</sup>.

For more information about the parts of speech, see the glossary.

Tests:

the \_\_\_\_\_

two \_\_\_\_\_

Week 4 students will learn that possessive pronouns like *his* and possessive nouns like *Mowgli's* function as adjectives.

Ask students to identify the nouns, article adjectives, pronoun, and prepositional phrase and to explain how the prepositional phrase follows the pattern.

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

For more information about numbers, see page G-33.

## 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.

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

An attribution sets up a quotation. It includes the person speaking and the speaking verb.

The paragraph mark (¶) is called a pilcrow.

Read It!	Mark It!	Fix It!	Day 1
shere khan was a tiger who lived near the <b>vast</b> wainganga river in central india	2 articles (ar) 4 nouns (n) 2 <u>prepositional phrases</u>	1 indent 5 capitals 1 end mark	

**vast**

very great in size; immense

<sup>n</sup> shere <sup>ar</sup> khan was a tiger who lived <sup>n</sup> near  
<sup>ar</sup> the **vast** <sup>n</sup> wainganga <sup>n</sup> river in central india.

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

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

Read It!	Mark It!	Fix It!	Day 2
the tiger could not capture wild game because he was <b>lame</b> in 1 foot from birth, so he attacked defenseless cattle instead	1 article (ar) 5 nouns (n) 2 pronouns (pr) 2 <u>prepositional phrases</u>	1 capital 1 end mark 1 number	
<b>lame</b> with an injured leg or foot that made walking difficult or painful			

<sup>ar</sup> <sup>n</sup> <sup>n</sup>  
 the tiger could not capture wild game because  
<sup>pr</sup> <sup>one</sup> <sup>n</sup> <sup>n</sup> <sup>pr</sup>  
 he was **lame** in 1 foot from birth, so he attacked  
<sup>n</sup>  
 defenseless cattle instead.

Capitalization	<b>The</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Numbers	Change 1 to <i>one</i> . 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!	Mark It!	Fix It!	Day 3
shere khan did not <b>limit</b> himself to cattle. sometimes he hunted man	3 nouns (n) 2 pronouns (pr) 1 <u>prepositional phrase</u>	3 capitals 1 end mark	

**limit**

stop someone from having or doing more

<sup>n</sup>  
shere khan did not <sup>pr</sup> **limit** <sup>n</sup> himself to cattle.  
<sup>pr</sup>  
sometimes he <sup>n</sup> hunted man.

Capitalization	<b>Shere Khan</b> first word of the sentence; proper noun <b>Sometimes</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Note	<i>Shere Khan</i> is the antecedent of <i>himself</i> and <i>he</i> . In the first sentence the pronoun following the verb refers to the subject, so a reflexive pronoun is used.

**Rewrite It!** Shere Khan did not limit himself to cattle. Sometimes he hunted man.

Read It!	Mark It!	Fix It!	Day 4
the law of the jungle forbade the killing of man. if anyone harmed a human, it would <b>endanger</b> every beast in the jungle	5 articles (ar) 7 nouns (n) 1 pronoun (pr) 3 <u>prepositional phrases</u>	1 indent 2 capitals 1 end mark	
<b>endanger</b> cause injury, pain, harm, or loss			

<sup>ar</sup> <sup>n</sup> <sup>ar</sup> <sup>n</sup> <sup>ar</sup> <sup>n</sup> <sup>n</sup>  
 ¶ the law of the jungle forbade the killing of man.  
<sup>ar</sup> <sup>n</sup> <sup>pr</sup>  
 if anyone harmed a human, it would **endanger**  
<sup>n</sup> <sup>ar</sup> <sup>n</sup>  
 every beast in the jungle.

Indentation	new topic
Capitalization	<b>The; If</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Noun	<i>Killing</i> follows the article <i>the</i> , so it functions as a noun. <i>Killing</i> is the thing that the law forbade. A word that ends in -ing functions as a verb only if it follows a helping verb.

**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.**

Some verbs function as either action or linking verbs.

He *smelled* (action)  
burned wood.

He *smelled* (linking)  
awful.

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

For more information about clauses, see page G-20.

Ask students to identify the subjects and verbs.

What is the verb? **knew**  
Who knew? **tiger**

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

For more information about sentence openers, see page G-42.

Ask students to identify the opener after they mark the sentence.

Students will mark every sentence except questions and quoted sentences.

## 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).

		Subjective	Objective	Possessive	
2 numbers					
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

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~~ <sup>They</sup> could endanger others if ~~she~~ <sup>they</sup> did not. A wolf learned the law as a cub. ~~They~~ <sup>He</sup> obeyed it always.

Throughout this book students must identify and fix common usage errors. The first usage error is related to pronoun agreement.

A personal pronoun should agree with its antecedent in number, person, and case.

Notice that the chart emphasizes number because that is the concept taught in this lesson.

Ask students to identify the antecedent of each pronoun.

The plural noun *wolves* is the antecedent of *They*. The singular noun *wolf* is the antecedent of *He*.

Read It!	Mark It!	Fix It!	Day 1
the <b>desperate</b> villagers feared the beasts. he would send elephants and men with guns and torches into the jungle to kill them	3 articles (ar) 7 nouns (n) 2 pronouns (pr) 2 prepositional phrases 2 [main clauses] 2 subject-verb pairs (s v) 2 openers	2 capitals 1 end mark 1 usage	
<b>desperate</b> having little or no hope			

① subject  
 ar s n v ar n ① subject s pr v  
 [the **desperate** villagers feared the beasts]. [he would  
 send elephants and men with guns and torches into  
the jungle to kill them].

This is the last week that a detailed explanation about every capital letter and period is provided.

Capitalization	<b>The; They</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	The plural noun <i>villagers</i> is the antecedent of <i>They</i> . Change <i>he</i> (singular) to <i>They</i> (plural). The plural noun <i>beasts</i> is the antecedent of <i>them</i> (plural).
S V Pairs	MC <b>villagers feared</b> MC <b>They would send</b>
Note	The phrase <i>to kill</i> does not follow the <b>PATTERN preposition + noun</b> . When <i>to</i> 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.

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

Read It!	Mark It!	Fix It!	Day 2
shere khan ignored the law of the jungle and hunted a boy. a toddler had <b>strayed</b> from their village	4 articles (ar) 6 nouns (n) 1 pronoun (pr) 2 <u>prepositional phrases</u> 2 [main clauses] 2 subject-verb pairs (s v) 2 openers	1 indent 3 capitals 1 end mark 1 usage	
<b>strayed</b> went in a direction that is away from a group; wandered			

① subject  
 s  
 n  
 v  
 ar n ar n  
 [shere khan ignored the law of the jungle and  
 ① subject  
 v ar n ar n v v pr  
 hunted a boy]. [a toddler had **strayed** from their village].  
 his n

Indentation	new topic
Capitalization	<b>Shere Khan</b> first word of the sentence; proper noun <b>A</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	The singular noun <i>toddler</i> is the antecedent of <i>his</i> . Change <i>their</i> (plural) to <i>his</i> (singular). Week 4 students will learn that a possessive pronoun like <i>his</i> is a pronoun that functions as an adjective.
S V Pairs	MC <b>Shere Khan ignored, hunted</b> MC <b>toddler had strayed</b>

**Rewrite It!** Shere Khan ignored the law of the jungle and hunted a boy. A toddler had strayed from his village.

Read It!	Mark It!	Fix It!	Day 3
shere khan's distant roar <b>alerted</b> father wolf to trouble. they paced angrily	3 nouns (n) 1 pronoun (pr) 1 <u>prepositional phrase</u> 2 [main clauses] 2 subject-verb pairs (s v) 2 openers	1 indent 5 capitals 1 end mark 1 usage	
<b>alerted</b> made someone aware of something; warned			

① subject

**[**shere khan's distant roar **alerted** father wolf  
to trouble**].** **[**they paced angrily**].**

Diagram labels:   
 Above "shere": S, n  
 Above "khan's": S, n  
 Above "distant": S, n  
 Above "roar": S, n  
 Above "alerted": V  
 Above "father": S, n  
 Above "wolf": S, n  
 Above "to": n  
 Above "trouble": S, pr  
 Above "they": S, pr  
 Above "paced": V  
 Above "angrily": S, pr

Indentation	new topic
Capitalization	<b>Shere Khan's</b> first word of the sentence; proper adjective Week 4 students will learn that a possessive noun like <i>Shere Khan's</i> is a noun that functions as an adjective. <b>Father Wolf</b> proper noun <b>He</b> first word of the sentence <i>Father Wolf</i> is also a compound noun. Because the compound noun forms a proper noun, both words are capitalized.
End Marks	Use a period at the end of a statement.
Pronoun	Shere Khan is hunting, not pacing. The singular noun <i>Father Wolf</i> is the antecedent of <i>He</i> . Change <i>they</i> (plural) to <i>He</i> (singular).
S V Pairs	MC <b>roar alerted</b> MC <b>He paced</b>

**Rewrite It!** Shere Khan's distant roar alerted Father Wolf to trouble. He paced angrily.

## Fix It!

## Day 4

- 5 capitals
- 1 end mark
- 1 usage

get revenge against someone

① subject *s* *v* *n* *v* *v* *n*

[father wolf was worried]. [shere khan was hunting

① subject *pr* *s* *v* *v* *n*

*His* *n* *n*

again]. [~~their~~ hunting would lead man to retaliate].

Capitalization	<b>Father Wolf</b> ; <b>Shere Khan</b> first word of the sentence; proper noun <b>His</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	The singular noun <i>Shere Khan</i> is the antecedent of <i>His</i> . Change <i>their</i> (plural) to <i>His</i> (singular). Week 4 students will learn that a possessive pronoun like <i>his</i> is a pronoun that functions as an adjective.
S V Pairs	MC <b>Father Wolf was</b> MC <b>Shere Khan was hunting</b> MC <b>hunting would lead</b>
Note	Week 4 students will learn an adjective follows a linking verb and describes the subject. <i>Worried</i> 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 <i>hunting</i> functions as a verb because it follows the helping verb <i>was</i> . In the third sentence <i>hunting</i> functions as a noun because it is the thing that would lead man to retaliate. <i>To retaliate</i> 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.

FANBOYS: for, and, nor, but, or, yet, so

### 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**

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

Ask students to identify the coordinating conjunction and explain what it connects.

**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.

**But** connects two adjectives: *lively*, *defenseless*. No comma is used. a and b

**And** connects three verbs: *climbed*, *peeked*, *wandered*. Two commas are used. a, b, and c

### #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.

Students will mark every sentence except questions and quoted sentences.

### Comma

9 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.

② Inside the cave, the wolf cubs wrestled, with their mother.

② Inside the dark and dank cave, the wolf cubs wrestled.

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

② From the entrance of the cave, [Father Wolf watched].

After students mark the sentence, ask them to identify the opener and follow comma rules.

To identify phrasal verbs, consult a dictionary.

## 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 <sup>v</sup>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).

		Subjective	Objective	Possessive	
2 numbers	3 persons				
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

Notice that the chart emphasizes person because that is the concept taught in this lesson.

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.

The wolf cubs ignored Shere Khan. <sup>He</sup>~~You~~ could not scare <sup>them</sup>~~us~~.

Ask students to identify the antecedent and explain the number and person of each pronoun.

The singular noun *Shere Khan* is the antecedent of *He*. Change *You* (second-person singular and plural) to *He* (third-person singular).

The plural noun *cubs* is the antecedent of *them*. Change *us* (first-person plural) to *them* (third-person plural).



Read It!	Mark It!	Fix It!	Day 1
with great <b>apprehension</b> , father wolf paced. a small hairless creature wandered into the shallow cave, and joined the 6 cubs, and our mother	3 articles (ar) 6 nouns (n) 1 pronoun (pr) 2 coordinating conjunctions (cc) 2 <u>prepositional phrases</u> 2 [main clauses] 2 subject-verb pairs (s v) 2 openers	4 capitals 3 commas 1 end mark 1 number 1 usage	
<b>apprehension</b> fear or anxiety over what may happen			

② prepositional

with great **apprehension**, [father wolf paced].  
[a small hairless creature wandered into the shallow cave, and joined the 6 cubs, and our mother].

Diagram labels above the text:

- with: *n*
- great: *n*
- apprehension: *n*
- [father wolf paced]: *s* (father), *n* (wolf), *v* (paced)
- [a small hairless creature wandered into the shallow cave, and joined the 6 cubs, and our mother]: *n* (a), *cc* (and), *v* (wandered), *ar* (into), *n* (the), *n* (shallow), *cc* (cave), *cc* (and), *v* (joined), *n* (the), *n* (6), *n* (cubs), *cc* (and), *pr* (our), *n* (mother)

Conjunction	<b>and</b> connects two verbs: <i>wandered</i> and <i>joined</i> <b>and</b> connects two nouns: <i>cubs</i> and <i>mother</i>
Pronoun	The cubs are not speaking. The cubs are spoken about. Change <i>our</i> (first person) to <i>their</i> (third person). Week 4 students will learn that a possessive pronoun like <i>their</i> is a pronoun that functions as an adjective.
S V Pairs	MC <b>Father Wolf paced</b> MC <b>creature wandered, joined</b>
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. <b>PATTERN a and b</b>
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!	Mark It!	Fix It!	Day 2
until that day, father wolf had never seen a man's cub. they stared, in amazement, at the <b>puny</b> child	2 articles (ar) 5 nouns (n) 1 pronoun (pr) 3 <u>prepositional phrases</u> 2 [main clauses] 2 subject-verb pairs (s v) 2 openers	4 capitals 1 end mark 3 commas 1 usage	
<b>puny</b> small and weak			

② prepositional

until that day, [father wolf had never seen a man's cub].

① subject

He stared, in amazement, at the puny child.

Pronoun	The singular noun <i>Father Wolf</i> is the antecedent of <i>He</i> . Change <i>they</i> (plural) to <i>He</i> (singular).
S V Pairs	MC <b><i>Father Wolf had seen</i></b> MC <b><i>He stared</i></b>
Commas	Do not use a comma if a prepositional opener has fewer than five words. Do not put a comma in front of a prepositional phrase.
Note	Week 4 students will learn that a possessive noun like <i>man's</i> is a noun that functions as an adjective.

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

Read It!	Mark It!	Fix It!
without any warning, shere khan appeared at the <b>entrance</b> of the cave, but could not fit through the opening. you wanted the man's cub to come out	4 articles (ar) 6 nouns (n) 1 pronoun (pr) 1 coordinating conjunction (cc) 4 <u>prepositional phrases</u> 2 [main clauses] 2 subject-verb pairs (s v) 2 openers	1 indent 4 capitals 2 commas 1 end mark 1 usage
<b>entrance</b> a point or place of going in		

② prepositional

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].

Diagram labels: n, ar, n, cc, s, n, v, ar, n, pr, s, v, ar, n

Indentation	new topic
Conjunction	<b>but</b> connects two verbs: <i>appeared</i> but <i>could fit</i>
Noun	A prepositional phrase follows the <b>PATTERN preposition + noun (no verb)</b> . <i>Without</i> (preposition) <i>warning</i> (noun functioning as the object of the preposition) <i>through</i> (preposition) <i>opening</i> (noun functioning as the object of the preposition)
Pronoun	Shere Khan is not spoken to. Shere Khan is spoken about. Change <i>you</i> (second person) to <i>He</i> (third person).
S V Pairs	MC <b>Shere Khan appeared, could fit</b> MC <b>He wanted</b>
Note	<i>To come</i> 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. <b>PATTERN a and b</b>

**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.

## Read It!

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

## Mark It!

2 nouns (n)  
3 pronouns (pr)  
1 coordinating conjunction (cc)  
1 prepositional phrase  
3 [main clauses]  
3 subject-verb pairs (s v)  
3 openers

## Fix It!

1 indent  
6 capitals  
2 commas  
1 end mark  
1 usage

① subject      s      v      pr      ① subject      s      v      v  
[mother wolf shook herself]. [she stood up, snarled,  
cc      v      n      ① subject      s      pr      v  
and **glared** at shere khan]. [**i** was furious].  
She

Indentation	new topic
Capitalization	<i>Mother Wolf</i> is a compound noun. Because the compound noun forms a proper noun, both words are capitalized.
Conjunction	<b>and</b> connects three verbs: <i>stood up</i> , <i>snarled</i> , and <i>glared</i>
Pronoun	<i>Mother Wolf</i> is the antecedent of <i>herself</i> and <i>she</i> . 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>i</i> (first person) to <i>She</i> (third person).
S V Pairs	MC <b><i>Mother Wolf shook</i></b> MC <b><i>She stood up, snarled, glared</i></b> <i>Stood up</i> is a phrasal verb. MC <b><i>She was</i></b>
Commas	Use commas to separate three or more items in a series connected with a cc. <b>PATTERN a, b, and c</b>

## Rewrite It!

Mother Wolf shook herself. She stood up, snarled, and glared at Shere Khan. She was furious.

An **adjective** describes a noun or pronoun. It can come before the noun it describes (*young boy*), or it can follow a linking verb and describe the subject of the clause (*boy was young*).

A **possessive adjective** shows ownership. It answers the question *whose*. When a noun is followed by an apostrophe + *s*, it functions as a possessive adjective. In the same way, the possessive pronouns *my, your, his, her, its, our, their* function as possessive adjectives.

**Mark It!** Write *adj* above each adjective.

*adj*                      *adj*   *adj*                      *adj*  
The wolf's desire to protect her young cubs was instinctive.

A **quality adjective** dresses up writing because it creates a strong image or feeling. Look for quality adjectives in this book and write them on the Quality Adjective collection page, Appendix II.

A **who/which clause** is a dependent clause that begins with the word *who* or *which*. It is an adjective clause because it follows the noun it describes. Use the pronoun *who* when referring to people, personified animals, and pets. Use the pronoun *which* when referring to things, animals, and places.

The subject of most *who/which* clauses is *who* or *which*, but sometimes the subject is another word in the clause.

,

Place commas around a *who/which* clause if it is nonessential.



Do not place commas around a *who/which* clause if it is essential (changes the meaning of the sentence).

**Mark It!** Place parentheses around the *who/which* clause and write w/w above the word *who* or *which*. Write v above each verb and s above each subject.

**Fix It!** Insert commas around a nonessential *who/which* clause.

Mowgli had a bold spirit, <sup>w/w</sup> (which the wolves <sup>s</sup> admired). <sup>v</sup>

Ask students to find nouns and then ask questions to identify adjectives.

whose desire? **wolf's**  
*Wolf's* is a noun  
 functioning as an  
 adjective in order to  
 show ownership.

which cubs? *young*

whose young cubs? **her**  
*Her* is a pronoun  
 functioning as an  
 adjective in order to  
 show ownership.

what kind of desire?

**instinctive**

*Instinctive* follows the linking verb (was) and describes the subject (desire).

For more information about *who/which* clauses, see pages G-21 and G-39.

Ask students to identify the subject and verb in the *who/which* clause and the noun that it describes.

What is the verb?

**admired**

Who admired? **wolves**

**which the wolves admired** describes spirit. Commas are used because the *which* clause is nonessential.

For more information about quotation marks, see pages G-27 and G-32.

## Quotation Marks—Capitalization and End Marks

**Quotation marks** indicate words are spoken. The quote is the sentence in quotation marks. The attribution is the person speaking and the speaking verb.

### Comma

Use a comma to separate an attribution from a direct quote.

#### Fix It!

Place quotation marks around the words that are spoken.  
Place three short lines below letters that should be capitalized.  
Place the correct end mark at the end of each sentence.  
Place a comma between an attribution and a quote.

mother wolf insisted, "leave this place!"

"i will get him in the end," the tiger snarled.

For more information about noun and pronoun functions, see page G-7.

### Usage with Pronoun Agreement

A personal pronoun should agree with its antecedent in number, person, and case.

**Case** refers to the way a pronoun functions in a sentence.

3 cases		Subjective function as	Objective function as	Possessive function as	
		subject subject complement	object of preposition direct object indirect object	adjective	pronoun
2 numbers	3 persons				
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

Ask students to mark the sentence to identify the function and case of each pronoun.

**He** is a subject.  
Change *His* (possessive) to *He* (subjective).

**With them** is a prepositional phrase.  
Change *they* (subjective) to *them* (objective, object of the preposition).

**Their** is an adjective.  
Change *theirs* (possessive as pronoun) to *their* (possessive as adjective).

If a pronoun functions as a subject, use a subjective case pronoun. If a pronoun follows a preposition and functions as the object of the preposition, use an objective case pronoun. If a pronoun describes a noun, use a possessive case pronoun that functions as an adjective.

#### Fix It!

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

Mowgli enjoyed the cubs. ~~His~~ played with ~~they~~ in ~~theirs~~ cave.

Read It!	Mark It!	Fix It!	Day 1
she growled the man's cub who is now mine lives here! him shall run, with the <b>pack</b> and hunt with the pack. he will grow up, and hunt you	3 articles (ar) 3 nouns (n) 5 pronouns (pr) 1 coord. conj. (cc) 1 adjective (adj) 2 prepositional phrases	4 [main clauses] 1 <i>who/which</i> clause (w/w) 5 subject-verb pairs (s v) 1 opener 1 end mark 1 usage	4 capitals 5 commas 2 quotation marks 1 end mark 1 usage
<b>pack</b> a group of wild animals that hunt together			

① subject

[she growled], “[the man’s cub, (who is now mine),  
lives here]! [him shall run, with the **pack** and hunt  
with the **pack**]. [he will grow up, and hunt you]!”

This is the last week that a detailed explanation about every pronoun and its antecedent is provided.

End Marks	Use an exclamation mark when a quote expresses strong emotion.
Adjective	Whose cub? <b>man’s</b>
Conjunction	<b>and</b> connects two verbs: <i>run</i> and <i>hunt</i> <b>and</b> connects two verbs: <i>grow up</i> and <i>hunt</i>
Pronoun	The singular noun <i>Mother Wolf</i> is the antecedent of <i>she</i> (third-person singular subjective) and <i>mine</i> (first-person singular possessive). The pronouns switch from third person to first person because the attribution is about Mother Wolf. In the quote Mother Wolf is speaking about herself. Mother Wolf is talking about the cub (third person). The singular noun <i>cub</i> is the antecedent of <i>he</i> , <i>him</i> . Use <i>he</i> when the pronoun functions as a subject and <i>him</i> when it functions as an object. Who shall run? <b>He</b> (subject) Change <i>him</i> (objective) to <i>He</i> (subjective). Mother Wolf is talking to Shere Khan (second person). The singular noun <i>Shere Khan</i> is the antecedent of <i>you</i> (second-person singular objective).
S V Pairs	MC <b>She growled</b> MC <b>cub lives</b> w/w <b>who is</b> The <i>who</i> clause describes <i>cub</i> , the noun it follows. MC <b>He shall run, hunt</b> MC <b>He will grow up, hunt</b> <i>Grow up</i> is a phrasal verb.
Commas	Use a comma to separate an attribution from a direct quote. <b>PATTERN Attribution, “Quote!”</b> Place commas around a nonessential <i>who/which</i> clause. Do not put a comma in front of a prepositional phrase. Do not use a comma to separate two items connected with a cc. <b>PATTERN a and b</b>

**Rewrite It!** She growled, “The man’s cub, who is now mine, lives here! He shall run with the pack and hunt with the pack. He will grow up and hunt you!”

Read It!	Mark It!	Fix It!	Day 2
<p>shere khan who had lost the argument left, in <b>frustration</b>. mother wolf planned to raise this man's cub in addition to my 6 cubs</p> <p><b>frustration</b> a feeling of anger or annoyance because of unresolved problems or unfulfilled goals</p>	<p>1 article (ar) 7 nouns (n) 4 adjectives (adj) 3 <u>prepositional phrases</u> 2 [main clauses] 1 <i>who/which</i> clause (w/w) 3 subject-verb pairs (s v) 2 openers</p>	<p>1 indent 4 capitals 3 commas 1 end mark 1 number 1 usage</p>	

① subject  
 [shere khan, (who had lost the argument), left, in  
 frustration]. [mother wolf planned to raise this  
 man's cub in addition to my 6 cubs].

Indentation	new topic
Adjective	Whose cub? <b>man's</b> Which man's cub? <b>this</b> How many cubs? <b>six</b> Whose six cubs? <b>her</b> The possessive pronoun <i>her</i> functions as an adjective.
Pronoun	Mother Wolf is not speaking. Mother Wolf is spoken about. Change <i>my</i> (first person) to <i>her</i> (third person).
S V Pairs	MC <b>Shere Khan left</b> w/w <b>who had lost</b> The <i>who</i> clause describes <i>Shere Khan</i> , the noun it follows. MC <b>Mother Wolf planned</b>
Note	<i>To raise</i> is an infinitive. It does not function as a verb.
Commas	Place commas around a nonessential <i>who/which</i> clause. Do not put a comma in front of a prepositional phrase.
Numbers	Change 6 to <i>six</i> . Spell out numbers that can be expressed in one or two words.

**Rewrite It!** Shere Khan, who had lost the argument, left in frustration. Mother Wolf planned to raise this man's cub in addition to her six cubs.



Read It!	Mark It!	Fix It!	Day 3
because of his looks, she named him mowgli which means frog. she loved he for his unusual <b>boldness</b> their comical expressions and his playful spirit	6 nouns (n) 4 pronouns (pr) 1 coordinating conjunction (cc) 7 adjectives (adj) 2 prepositional phrases 2 [main clauses] 1 who/which clause (w/w) 3 subject-verb pairs (s v) 2 openers	3 capitals 4 commas 1 end mark 2 usage	

### boldness

confidence or lack of fear

② prepositional

because of his looks, [she named him mowgli], (which means frog). [she loved he for his unusual boldness, him comical expressions, and his playful spirit].

Diagram labels above the text:

- because: *pr*
- of: *pr*
- his: *pr*
- looks: *n*
- she: *s*
- named: *v*
- him: *pr*
- mowgli: *n*
- which: *w/w*
- means: *v*
- frog: *n*
- she: *s*
- loved: *v*
- he: *pr*
- for: *cc*
- his: *pr*
- unusual: *adj*
- boldness: *n*
- him: *pr*
- comical: *adj*
- expressions: *n*
- and: *cc*
- his: *pr*
- playful: *adj*
- spirit: *n*

Diagram labels below the text:

- ① subject
- ② prepositional

Adjective	Whose looks? <b>his</b> The possessive pronoun <i>his</i> functions as an adjective. What kind of boldness? <b>unusual</b> Whose unusual boldness? <b>his</b> What kind of expressions? <b>comical</b> Whose comical expressions? <b>his</b> What kind of spirit? <b>playful</b> Whose playful spirit? <b>his</b>
Conjunction	<b>and</b> connects three nouns (objects of the preposition): <i>boldness</i> , <i>expressions</i> , and <i>spirit</i>
Pronoun	<i>Mother Wolf</i> is the antecedent of <i>she</i> . The pronoun <i>she</i> correctly functions as the subject. The singular noun <i>Mowgli</i> is the antecedent of <i>he</i> , <i>him</i> , <i>his</i> . Use <i>he</i> when the pronoun functions as a subject, <i>him</i> when the pronoun functions as an object, and <i>his</i> when the pronoun functions as an adjective in order to show ownership. Loved whom? <b>him</b> (direct object) Change <i>he</i> (subjective) to <i>him</i> (objective). Whose expressions? <b>his</b> (adjective) Change <i>him</i> (objective) to <i>his</i> (possessive).
S V Pairs	MC <b>she named</b> w/w <b>which means</b> The <i>which</i> clause describes <i>Mowgli</i> , the noun it follows. The word <i>which</i> is correct because in this sentence <i>Mowgli</i> refers to the word (thing), not the boy (person). MC <b>she loved</b>
Commas	Do not use a comma if a prepositional opener has fewer than five words. Place commas around a nonessential <i>who/which</i> clause. Use commas to separate three or more items in a series connected with a cc. <b>PATTERN a, b, and c</b>

**Rewrite It!** Because of his looks she named him Mowgli, which means frog. She loved him for his unusual boldness, his comical expressions, and his playful spirit.

Read It!	Mark It!	Fix It!	Day 4
father wolf who was more <b>practical</b> feared for mowgli's acceptance. him would need approval from 2 members of the pack	1 article (ar) 5 nouns (n) 1 pronoun (pr) 3 adjectives (adj) 3 <u>prepositional phrases</u> 2 [main clauses] 1 <i>who/which</i> clause (w/w) 3 subject-verb pairs (s v) 2 openers	4 capitals 1 end mark 2 commas 1 number 1 usage	
<b>practical</b> having good sense			

① subject  
<sup>s</sup>  
<sup>n</sup>  
<sup>w/w</sup> <sup>s</sup> <sup>v</sup>  
**[father wolf, (who was more practical), feared for**  
<sup>adj</sup>  
<sup>n</sup>  
<sup>pr</sup>  
<sup>He</sup> <sup>v</sup> <sup>v</sup> <sup>n</sup>  
<sup>adj</sup>  
<sup>two</sup> <sup>n</sup> <sup>ar</sup> <sup>n</sup>  
**mowgli's acceptance]. [him would need approval**  
**from 2 members of the pack].**

Adjective	What kind of who? <b>practical</b> The adjective follows the linking verb and describes the subject. Whose acceptance? <b>Mowgli's</b> How many members? <b>two</b>
Pronoun	The singular noun <i>Father Wolf</i> is the antecedent of <i>he</i> , <i>him</i> . Use <i>he</i> when the pronoun functions as a subject and <i>him</i> when the pronoun functions as an object. Who would need? <b>He</b> (subject) Change <i>him</i> (objective) to <i>He</i> (subjective).
S V Pairs	MC <b>Father Wolf feared</b> w/w <b>who was</b> The <i>who</i> clause describes <i>Father Wolf</i> , the noun it follows. MC <b>He would need</b> Change <i>him</i> to <i>He</i> .
Commas	Place commas around a nonessential <i>who/which</i> clause.
Numbers	Change 2 to <i>two</i> . Spell out numbers that can be expressed in one or two words.

**Rewrite It!** Father Wolf, who was more practical, feared for Mowgli's acceptance. He would need approval from two members of the pack.