

Fix It! Grammar

Robin Hood

TEACHER'S MANUAL BOOK 2

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THIRD EDITION

Welcome to *Fix It!*

Welcome to the second book of *Fix It! Grammar: Robin Hood*. As your students enjoy reading a sentence or two of this classic tale each day, they will learn to apply grammar rules to the writing. Over the course of the year, they will review the basic parts of speech and learn how to identify clauses and phrases, which will prepare them to learn the many punctuation rules needed in composition.

This book builds on the work that was started in the first *Fix It!* story: *The Nose Tree*. If you find that this book moves too quickly, it may be better to go back and complete *The Nose Tree*.

This is not a traditional grammar program, so it will not feel as if you are really learning grammar. Instead, you and your students will be internalizing the tools necessary for editing their own compositions, which is the main goal of grammar.

The Method: Modeling Proper Grammar Within Stories

The traditional method of teaching grammar is to present a grammar rule and then have students apply it in a series of contrived exercises. When that grammar rule is learned, another is taught and practiced in the same manner.

Although students often do well on these traditional worksheets, the learning does not usually transfer to their own writing and editing. Why? The grammar involved in real-life sentences is usually much more complicated than what is in the grammar exercise book, so students are often unable to edit their own work.

Fix It! Grammar overcomes these difficulties by teaching grammar at the point of need. Instead of a page full of grammar exercises, students will tackle real-life sentences with limited instruction. Thus, students will learn to think about their writing and incrementally learn how to apply the grammar rules to written work. Moreover, it is this daily practice in editing that will help instill the habit of editing anything they write.

For this to work, you as the teacher need to approach this book as a series of modeling exercises. Discuss each rule as it is presented, and then model for your students how to label the sentences and make the corrections. As your students gain confidence, they will often complete the labels and corrections accurately, but that is not always the case. Consider that mistakes are an opportunity to learn. If your students mismark a word or miss a correction, laugh! Show them what they missed, revisit the grammar rule involved, and encourage them that they can catch it next time.

After all, everyone needs an editor. Even professional writers and editors miss errors. The important thing is to understand the process and catch as much as you can. Knowing the reasons behind the fixes will make your students much better editors in the long run, and you will also gain the expertise to evaluate your students' papers better when they are older.

The Process: 15 Minutes a Day

This book is intended to provide 33 weeks of grammar instruction and practice. The process should take about fifteen minutes a day, four days a week. If you are using it with an older student, the book might be completed in a semester by doubling up the weeks. The directions from page 3 of the student book are on page 7 of this book.

If you are using this course with a writing class that meets weekly, we recommend having each family purchase the teacher’s manual. Ask the parents to go over the passages at home with their children. That frees you up to focus on just some of the concepts so it does not take up too much class time.

Get Ready

Follow the instructions on the blue page in the front of this manual to download the student book. Print out one copy per student. You can also purchase a spiral-bound version of the student book at IEW.com/FIX-2-SB

Student Notebook. If you printed a copy of the student book, each student will need a two-pocket notebook with three-hole fasteners to store the *Fix It* student pages. The lessons and student pages can be added to the middle section while the pockets may be used to house the Grammar Glossary, which students will not usually need at this level, and the Grammar Cards. If you purchased the spiral-bound student book, then all you need is a place to store the grammar cards.

Grammar Cards. At the back of the student book is a collection of grammar cards, which provide students with easy access to grammar terms and rules after the concepts are introduced in *Fix It* instructions. Students may keep the cards in a resealable plastic pouch or tape the cards to a piece of card stock so that they can easily flip the cards to see the back, as illustrated at right.



Spiral Notebook. Each day your student will be invited to record the vocabulary word with its definition and rewrite the passage neatly. The story rewrite can be kept in the front of a single-subject spiral notebook while the vocabulary list can be kept in the back.

Get Started

Begin the program by reading the directions presented on page 3 of the student book (page 7 of this Teacher’s Manual). Tell your student that this program works like a puzzle. It is a series of daily games to practice the elements of grammar that they will learn over many weeks.

Your students will likely miss many of the fixes and markings as they work through the program, so stress that “a mistake is an opportunity to learn.” They can use their mistakes to learn grammar better. Thus, keep the lessons light and fun, and teach your students to laugh and learn from the elements they miss.

Learn It

Start the week by reading through the “Learn It” section of the student book. Cut out the related grammar cards located near the back of the student book. Your student may keep these cards handy throughout the year and reference them as needed.

Next, show your student how to apply the lesson to the Day 1 passage. Model how to make the editing marks and grammar notations. Since all the markings are illustrated in this Teacher’s Manual, you can easily guide your student.

The explanations below the edited text are for the teacher. The discussion notes provide you with the reasons behind each of the fixes as well as some of the other elements of grammar that may come up in your discussion. Notice that they are organized into two sections: Fixes and Grammar Notations. You will likely need to reference the grammar

there is plenty of time to learn. The daily discussion and practice will bring mastery, so keep this part of the lesson light and fun.

In addition to the regular discussion of grammar, the discussion notes include advanced concepts, teacher's notes, and tidbits for the grammar lovers among you. These additions, set off with icons, are primarily for the teacher's information to explain something that might be confusing in the discussion. If a student is curious, go ahead and discuss those concepts. However, they are generally above the scope of this course and can be just for a teacher's enjoyment and training.

Rewrite

Finally, the rewrite is the key to success. By rewriting the passage and paying careful attention to detail, your student will internalize the corrections. For your convenience, the corrected passage rewrite is printed in the Teacher's Manual at the end of each week's fixes.

Pacing

Adjust the pace of the teaching as needed. If your student is not understanding all the details, then do not require him to add new markings until the previous ones are easy. This mastery learning approach should be fun and low stress. If your students start to groan when you say, "Time for *Fix It!*" something is wrong.

For more on a mastery learning approach to teaching, listen to Andrew Pudewa's "Mastery Learning" talk. It has been included as a free download with your *Fix It!* purchase. See the blue page in the front of this manual for download instructions.

Grammar Glossary

The Grammar Glossary is a tool that can be used for all six *Fix It! Grammar* books. It summarizes most of the information that is taught in the books. Reference it if you want a little more information than was provided with the passage. It will also be a handy grammar guide for your student to use in the future.

Grading

This course is intended to be used as a teaching tool and thus should not be graded. If you must assign a grade, assess the students' rewrite of the passage. You can simply choose one of the passages from the week to evaluate. The passage can be worth ten points. Deduct one point for each error.

Find Help

The scope and sequence for this book is on pages 206-208.

If you would like to see a demonstration of how to do the *Fix It!* lessons, please watch the webinar on the IEW website. It is on the *Fix It!* Overview page. See: IEW.com/Fix.

The Institute for Excellence in Writing also provides teacher forums for those using our materials. It is a great place to meet other IEW teachers and find answers to specific writing and grammar questions. To join, see IEW.com/forum.

Instructions

Instructions

Welcome to *Fix It! Grammar*. This year you can enjoy learning grammar by seeing how it works in a real-life story.

GET READY

To organize your work, you will need a two-pocket notebook with three-hole fasteners and a single-subject spiral notebook. If you have the spiral-bound *Fix It!* student book, then all you need is a single subject spiral notebook.

Use the center of the two-pocket notebook to collect the lesson and *Fix It!* pages as your teacher distributes them each week. Rewrite the passage in the front of the spiral notebook and use the back of the book to write down the vocabulary words and their definitions, working from the back forward.

Grammar cards are located in the back of the student book after page 72 and before the Grammar Glossary section. These may be cut out as they are needed and stored in a resealable plastic pouch or taped to a piece of card stock, as illustrated at right. The cards may be kept in the notebook pocket or tucked into the spiral-bound student book.

LEARN IT

With your teacher, read through the “Learn It” section for the week. This will show you what you will be looking for that week and for weeks to come.

To help you remember and review what you learned, use the grammar card(s) for the week. Keep them handy each time you work on *Fix It!* so that the information is at your fingertips.

FIX IT

- Every Day** Read the sentence. Look up the bolded word in a dictionary. Decide which definition best fits the meaning of the word in this sentence. In the vocabulary section of your notebook, write a brief definition (using key words) labeled with the appropriate week. Add to this list every day.
- Day 1** Read the instructions for the week with your teacher. Mark and fix the first passage with your teacher’s help. Discuss what you missed with your teacher, and then complete the rewrite after fixing.
- Days 2–4** Use the abbreviations at the top of the page along with the grammar cards to help you remember how to mark the passage. Your teacher will help you with anything you miss. Remember, a mistake is an opportunity to learn.
- Rewrite** After marking, correcting, and discussing the passage with your teacher each day, copy the corrected passage into your notebook so that you end up with a handwritten copy of the complete story. Your teacher can show you an example of the rewrite in the teacher’s book.
- Be sure to double-space.
 - Do not copy the markings, just the story.
 - Be careful to indent where indicated and use capital letters properly.
 - Carefully copy the punctuation and use end marks.

Read this introductory page with your students.

Help your students set up their Fix It notebook as described in the Get Ready section.



Notice that the first day of each week is a teaching day. Read through the Learn It part with your students and then show them exactly what to do using the Day 1 passage.

On the remaining days your students can complete the fixes independently before you go over them to ensure understanding.

Week 1

Indentation, Capitalization, Articles and Nouns, Who-Which Clauses, and End Marks

Be sure to cut out the Week 1 grammar cards located at the back of this book before the Grammar Glossary. Keep them handy so you can reference them as needed. The first card provides the reminders listed on page three of this book.

LEARN IT

Since this is the first day, there are several things you need to know to get started. But do not worry; they are easy! Read through these few things with your teacher, who will use the Day 1 passage to show you how they work.

Indent In fiction (stories), you should start a new paragraph for these four reasons: new speaker, topic, place, or time. To remember to indent in your rewrite, add the ¶ symbol or an arrow (→) in front of the sentence that needs an indent.

In stories, the indentation rules are somewhat flexible, so your choice to indent may be different from what is recommended in the teacher book. That is fine! As long as you can explain why your choice fulfills a rule for indentation, you are good to go.

Capitalization You will not see any capital letters in your student book sentences. Show where capitals are needed by drawing three short lines directly underneath letters that should be capitalized. In your copy work, be sure to use capital letters where needed instead of those three lines. Rules to remember:

- Always capitalize the first word of a sentence, even a quoted sentence that falls in the middle of a longer sentence.
- Always capitalize proper nouns, which are nouns that name specific persons, places, or things.
- Do not capitalize titles when used alone (like “the king”) but do capitalize them when used with a name (King Arthur).

Articles (ar) Use the grammar cards to review the term *article*. There are only three articles: *a*, *an*, and *the*. Mark them by printing *ar* over each one. Articles are useful because they signal that a noun is coming.

Noun (n) Use the grammar cards to review the term *noun*. Nouns are things, people, animals, places, and ideas. To determine if a word is a noun, apply the noun test. Print an *n* above each noun in the passage.

Who-Which (w-w) If you have been doing Excellence in Writing, you have likely heard the term *dress-ups*. Dress-ups are ways of dressing up style in writing by using stronger vocabulary or more complex sentence structure. On Day 4 keep an eye out for the *who-which* clause. Mark it by writing *w-w* above the *who* or *which*.

End Marks Remember that every sentence must have an end mark. They are missing in this week’s sentences. Decide which kind of end mark (period, question mark, or exclamation mark) each sentence needs and add it on.

This week students will focus on indenting to start new paragraphs, adding capital letters when needed, identifying articles, nouns, and *who-which* clauses, and adding the correct end marks.

Indent. The rules for where to indent are more flexible but less clear than they are in academic papers. Determining whether it is a new topic is sometimes open to interpretation, as are the rules for new speakers. Discussion notes will alert you to places where new paragraphs are optional, but do not be too rigid about this. The goal is to teach the basic principles and aim for some consistency. In practice, indentation in papers is far more critical than in fiction, so we can be more flexible in fiction.

Grammar Glossary. Students will not be assigned reading in the Grammar Glossary, which is a tool you may wish to use to learn more about a concept. The same glossary is in all six books, so it includes both “need to know” concepts and extra information for those who wish to learn more.

DAY 1

ar n n n n ar n ar n
 ¶ in the olden days of england, king henry the second **reigned** over the land.

Fixes**reigned:** ruled with sole authority

Make corrections as indicated in the passage above. Additional notes below.

Indent. This sentence will start on a new line and include an indent of ½ inch because it is the start of the story and therefore a new topic.

Capitalization.

- *In*—first word of sentence.
 - *England*—proper noun because it is a specific place.
 - *King Henry the Second*—proper noun with title.
- ✧ **Advanced.** Do not capitalize articles or prepositions in the middle of titles, so *the* is lowercase.

End marks. This is a statement so add a period.

Grammar Notations

Mark and discuss as indicated above. Additional notes below.

Articles and nouns. *the days, England, King Henry the Second, the land.*

Teach that articles always set up a noun, which follows the article. Ask students to prove this is true with the sentences this week. Sometimes adjectives will come in between them, as in “the olden days.” Guide students to find parts of speech they missed.

Rewrite

Show your students how to rewrite the corrected passage on a fresh sheet of paper. A sample of what this week’s rewrite should look like is below the Day 4 fixes. Your student can do the rewrite daily or at the end of the week.

DAY 2

¶ there lived within the green **glades** of **Sherwood** forest a famous outlaw whose name was
robin hood.

Fixes

Indent. Tell your students: Look at the last sentence you wrote and the indent card. Do any of the four reasons for starting a new paragraph apply to this sentence? Answer: Yes, the story switches topics from general background information to Robin Hood and switches the setting to Sherwood Forest, so start a new paragraph.

glades: open spaces in a forest

Remind your students to use the Fix It and Rewrite It card to remember what to do each day.

✧ **Advanced.** Starting a new paragraph here is technically correct and easiest for most students to understand. However, when the topics change quickly from sentence to sentence, it is equally fine to keep some sentences in the same paragraph. These opening sentences set the stage for the story so could be seen as treating the same general topic.

Capitalization.

- *There*—first word of sentence.
- *Sherwood Forest*—proper noun. Note that *green glades* is descriptive and just a common noun. It does not name a specific place, as *Sherwood Forest* does.
- *Robin Hood*—proper noun.

End marks. This is a statement so add a period.

Grammar Notations

Articles and nouns. *the glades, Sherwood Forest, a outlaw, name, Robin Hood.*

Ask students to show you that each article is followed by a noun. In one case (*a famous outlaw*), an adjective comes in between.

✧ **Advanced.** *Who-which* clauses. Some students may recognize that *whose* is the possessive form of *who* and *which*, in this case referring back to *outlaw*. If they mark it as a *who-which* clause, great! If not, you do not need to teach it now.

✎ **Teacher's note.** This *whose* clause is correct with no commas because it is essential to the meaning of the rest of the sentence (not any famous outlaw but the one whose name was Robin Hood), but you do not need to teach this advanced concept now.

DAY 4

he was not alone, either, for at his side were blameless, loyal men, who **rambled** with him
through the greenwood shades.

Fixes

Indent. Is this a new topic, speaker, place, or time? Answer: No. The sentence is still about Robin Hood, so no new paragraph.

Capitalization. *He*—first word of sentence.

End marks. This is a statement so add a period.

rambled: wandered in a leisurely manner

Explain that **shades** means a place of comparative darkness, in this case, the forest, shaded because of little sunlight.

Grammar Notations

Articles and nouns. *side, men, the shades.* Ask students to show you the article-noun pairs: *the shades.* Explain that it is common for an adjective (*greenwood*) to come between the article and noun.

Who-which clauses.

Check that students labeled *who* and ask them to read the entire clause aloud: *who rambled with him through the greenwood shades.*

Ask: What noun does *who* point back to or describe? Answer: *men.*

Teacher's note. This *who* clause is set off with commas because it is nonessential to the meaning of the rest of the sentence. If we remove it, *at his side were still blameless, loyal men.* This is an advanced concept, however, difficult for most students at this level.

STUDENT REWRITE

To ensure that the editing sticks, have your student rewrite the passage in a separate section of the notebook. Below is what that rewrite should look like.

In the olden days of England, King Henry the Second reigned over the land.

There lived within the green glades of Sherwood Forest a famous outlaw whose name was Robin Hood. No archer that ever lived could shoot a bow and arrow with such expertise as he did. He was not alone, either, for at his side were blameless, loyal men, who rambled with him through the greenwood shades.

Week 8

Main and Dependent Clauses, Clause Starters, Lie versus Lay

Cut out the Week 8 grammar cards to help you remember these concepts.

LEARN IT

Last week you learned how to identify the subject of a sentence by finding the verb, and you put square brackets around the clauses. This week you will learn how to tell the difference between two types of clauses: main and dependent. For each subject-verb pair, you will need to determine if it belongs to a main clause or a dependent clause. Use brackets [] to surround main clauses and parentheses () to surround dependent clauses. Here is how you can tell.

Main Clause (MC) A main clause is a clause that can stand alone as a sentence. Like all clauses, it must have a subject and a verb. Examples: [*Robin Hood stood alone*]. [*His courageous men stood with him*].

Main clauses usually start with a subject or with an article (*a, an, the*) and/or adjectives plus subject. Sometimes the subject-verb will be switched. Examples: [*There gathered around him displaced countrymen*]. [*Up rose his Merry Men*].

If there is a prepositional phrase in the middle or at the end of the clause, include it in the clause. However, if the prepositional phrase comes at the beginning, do not include it. Examples: [*Robin perched in the sycamore tree*]. [*In the tree Robin was safe*].

To help you see the main clauses, label them *MC*.

Dependent Clause (DC) A dependent clause cannot stand alone as a sentence. It looks like a main clause, but one or more words in front of it turn the main clause into something that leaves us hanging. Place the dependent clause in parentheses () and label it *DC*.

A *who-which* clause is one example of a dependent clause. It cannot stand alone. Examples: (*which displayed great courage*) or (*who sang like a bird*).

Clause Starters (cl) There is another list of words that can be used to start a dependent clause. The words are *when, while, where, as, since, if, although, because*. To help you remember the list, use the acronym www.asia.b.

www.asia.b

Officially, these words are called subordinating conjunctions because they begin a subordinate clause, but you do not have to worry about the terminology. For now, just learn the list of words. There are more words that can be added to that list, but this is a good start.

Mark the www.asia.b word with a *cl* and put parentheses around the clause. Label the clause *DC*.

Usage: lie/lay It is important to learn when to use *lay* and when to use *lie* (in the sense of lying down, not telling a lie). You lie yourself down; you lay down an object. Thus, a character might lie down, but he will lay down his weapons. You can lie on the couch but lay your book on the table. It is tricky because the past tense of *lie* is *lay*, but the past tense of *lay* is *laid*. Keep the grammar card for this handy, and practice in the Fix Its.

Teacher's note. Discuss each fix with your students and help them correctly mark the sentence in their student book. They may then copy it in their notebook.

MC. Teach the difference between main and dependent clauses, recognizing that the difference is critical to being able to punctuate sentences properly.

Teacher's note. Clause starters (www.asia.b words) are both a dress-up and a sentence opener in IEW's style system because they add complexity to the sentence structure. However, that distinction will not be addressed until Week 12.

DAY 1

¶ [robin hood lay, ^{MC} ^S ^V ^{prep} ^{prep} ^{prep} ^{prep} ^{DC cl} ^S ^{ly} ^V laid in hiding in sherwood forest for one year] (as he **adroitly** prepared his new life).

Fixes See ✎.

Indent. Is this a new topic, speaker, place, or time? Answer: Yes, a new scene and time.

Capitalization. The capitalized words will no longer be specifically addressed in the Fix It! notes unless there is a special situation to discuss. Simply use the three underlines above to check for words that need capitalizing and refer to the grammar card or Grammar Glossary for the rules.

Homophones and usage. *lay*, the past tense of *lie*. Robin Hood is lying himself in hiding.

End marks. This is a statement so add a period.

adroitly: skillfully and nimbly, using both his body and his mind well

✎ **Teacher's note.** Explanations for clause labels are with parts of speech under Grammar Notations.

Grammar Notations

Subjects and verbs. *Robin Hood lay, he prepared.*

Prepositional phrases. *in hiding, in Sherwood Forest, for one year.* Check for underlines. Ask students to show the pattern: **preposition + noun (no verb).**

✧ **Advanced.** If students have trouble explaining how *in hiding* fits the pattern, just tell them that *-ing* words sometimes function as nouns. See ♡.

Clauses. Check for brackets and parentheses and MC or DC identification.

- *Robin Hood lay in hiding in Sherwood Forest for one year.*
Ask: What kind of clause is this? Answer: MC. It has a subject (*Robin Hood*) and verb (*lay*) and can stand alone as a sentence.
- *as he adroitly prepared his new life.*
Ask: What kind of clause is this? Answer: DC. It begins with a subordinating conjunction (*as*), it has a subject and a verb so is a clause, and it cannot stand alone as a sentence.
Read the clause aloud to your students to help them hear that it is incomplete by itself and needs to be attached to a main clause to be a legal sentence.

♡ **Grammar lovers.** We call *-ing* words *gerunds* when they function as nouns. *Hiding* is the object of the preposition, which is a noun function.

DAY 2

^{DC cl} ^S ^V ^V ^{adj} ^{adj} ^{MC} ^V ^{prep} ^{adj}
(while he was gaining valuable hunting skills), [there ~~/their/they're~~ gathered around him many
^{DC}
^S ^{S/w-w} ^V ^V
 others] (who were **displaced**, ~~to/two/too~~).

Fixes

Indent. Is this a new topic, speaker, place, or time? Answer: Arguably a new topic—turning attention from Robin Hood alone to others displaced like him. However, it could be seen as the same topic about all who were escaping from the law. Let students choose!

displaced: lacking a home; removed from their proper place

Homophones and usage. *there* (in that place), *too* (also).

End marks. This is a statement so add a period.

Grammar Notations

Subjects and verbs. *he was gaining, others gathered, who* (referring back to *others*) *were displaced.*

Ask: Which of these are helping verbs? Answer: *was*, which helps *gaining*; *were*, which helps *displaced.*

✧ **Advanced.** Students may be confused by *there*, which is an adverb, not the subject. The true subject comes after *gathered*, which students may hear more clearly if you revise the sentence: *many others gathered around him there.*

Adjectives. *valuable hunting, many.*

If students do not mark *hunting*, point out that it describes the noun *skills* so must be an adjective because only adjectives can describe nouns. See **1.**

1. Teacher's note. *Hunting* is an easy example to show that *-ing* words (present participles) sometimes function as adjectives.

Prepositional phrases. *around him.*

Check for underline. Ask students to show the pattern: **preposition** (*around*) + **noun/pronoun** (*him*).

2. Teacher's note. This *who-which* clause defines which *others* is meant, *those who were also displaced*, so it is essential and therefore not set off with a comma.

Who-which clauses. Ask: What noun does this clause describe and where is it? Answer: *others*, which comes immediately before the *who* clause. See **2.**

Clauses. Check for brackets and parentheses and MC and DC identification.

- DC: *While he was gaining valuable hunting skills.* Ask students to read this aloud. Help them hear how the thought is incomplete; it cannot stand alone as a sentence.
- MC: *there gathered around him many others.*
- DC: *who were displaced.* Explain that all *who-which* clauses are dependent.

DAY 3

MC *adj* S *S/w-w* V *adj* V V *prep* DC *cl* S V V
 [some men (who were **famished**) had shot deer in wintertime], (when they could obtain
~~to/two~~ *adj* *prep* too little food for ~~there/their/they're~~ families).

Fixes

Indent. Is this a new topic, speaker, place, or time? Answer: No, it is the same topic about the men escaping from the law.

famished: extremely hungry

Homophones and usage. *too, their.*

Ask: What does *too* mean here? Answer: *to an excessive amount* (that is, too small an amount).

their families, possessive, meaning the families belonging to the men.

End marks. This is a statement so add a period.

Grammar Notations

Subjects and verbs. *who were, men had shot, they could obtain.*

Ask: Which of these are helping verbs? Answer: *had*, which helps *shot*; *could*, which helps *obtain*.

Students may have trouble understanding that *who*, not *men*, is the subject of *were*, but this is an important concept so introduce it. The *who* clause should not steal the main verb but needs its own verb. Guiding students to understand this and see the separate clauses will help them avoid writing sentence fragments like “Men who were famished.” See ♥.

♥ **Grammar lovers.** *Were* is not a helping verb but a linking verb connecting the subject to the subject complement *famished*. If a sentence is *not* in passive voice, an *-ed* word after a linking verb is likely an adjective instead of part of the verb. Contrast *men who were welcomed into the forest* where *were welcomed* is the verb because someone did that action (*welcomed them*).

Prepositional phrases. *in wintertime, for their families.*

Check for underlines. Ask students to show the pattern: **preposition + noun/pronoun (no verb)**.

Who-which clauses. Ask: What noun does this clause describe and where is it? Answer: *men*, which comes immediately before the *who* clause.

✎ **Teacher’s note.** This *who* clause is essential (no commas) because it explains which men: some who were famished.

Clauses. Check: brackets and parentheses; MC and DC identification.

- MC: *Some men ... had shot deer in wintertime.* This is a complete thought that can stand alone. Inside of this main clause is the dependent w-w clause.
- DC: *who were famished.*
- DC: *when they could obtain too little food for their families.* Ask students to read this aloud. Help them hear how the thought is incomplete; it cannot stand alone as a sentence.

♥ **Grammar lovers.** When *where* or *when* follows a noun it also describes, it starts an adjective clause, not an adverb clause (what *when* clauses usually are). When it does, the adjective clause will be either essential (no commas) or nonessential (commas), as here. The *when* clause merely adds information but does not affect the meaning of the rest of the sentence. This is too advanced to teach this level but helps explain why there is a comma before this *www.asia.b* word.

See Grammar Glossary: Parts of Speech: Verbs: Linking Verbs, page G-8; Parts of Speech: Adjectives, page G-10; Additional Rules and Concepts: Passive versus Active Voice, page G-33.

DAY 4

DC cl S V V prep MC S V ly V
(although the foresters had discovered them in the act), [they had **narrowly** escaped], thus
saving themselves.

Fixes

Indent. Is this a new topic, speaker, place, or time? Answer: No.

End marks. This is a statement so add a period.

Grammar Notations

Subjects and verbs. *foresters had discovered, they had escaped.*

Ask: Which of these are helping verbs? Answer: both *had*'s, helping out *discovered* and *escaped*.

Prepositional phrases. *in the act.*

Check for underline. Ask students to show the pattern: **preposition + noun/pronoun (no verb)**.

Clauses. Check for brackets and parentheses and MC and DC identification.

- DC: *Although the foresters had discovered them in the act.* Ask students to read this aloud to hear that the thought is incomplete.
- MC: *they had narrowly escaped.* This has a subject and a verb and could stand alone as a sentence.
- ✧ **Advanced.** If students are confused, explain that *saving themselves* is not a clause because it has no subject or helping verb. Clauses must have a subject and a verb. Contrast this clause: *They were saving themselves.* See ♡.

narrowly: with little room to spare

♡ **Grammar lovers.** *saving* functions as an adjective in this sentence, but this is too advanced to teach students yet.

Style

Have your students identify the best dress-ups from this week's sentences. Discuss their answers. Best possibilities:

Strong verbs. *gathered, displaced.*

Quality adjectives. *famished.*

-ly adverbs. *adroitly, narrowly.*

STUDENT REWRITE

Robin Hood lay in hiding in Sherwood Forest for one year as he adroitly prepared his new life. While he was gaining valuable hunting skills, there gathered around him many others who were displaced, too. Some men who were famished had shot deer in wintertime, when they could obtain too little food for their families. Although the foresters had discovered them in the act, they had narrowly escaped, thus saving themselves.

Sample

Week 26

No New Concepts

LEARN IT

There are no new concepts this week. See if you can answer the questions below. If not, check your grammar cards for the answers.

1. How many words can be in a #6 vss?
2. What is the main difference between a clause and a phrase?
3. A vss must be a sentence, and a sentence must have at least one main clause. What is the difference between a main clause and a dependent clause?
4. What words commonly start dependent clauses?

Do you remember what these vocabulary words mean? If not, look them up in your vocabulary list in the back of your notebook.

- towered
- husky
- muttered
- proclaimed
- catapults
- adept
- nimbly
- stouter

Teacher's answers

1. 2-5
2. *clause*: has subject + verb
phrase: does not have verb
3. *main clause*: can stand alone as a sentence
dependent clause: cannot
4. *www* words: *when, while, where, as, since, if, although, because*
also: *that, who, which*

DAY 1

Choose the best end mark to follow *himself*, *Stutely*, *lads*, and *stranger*. Check for proper capitalization, too.

#1 MC S V V prep cc MC V S
 ¶ “[then ~~than~~ he will not go without a **trouncing** and **ducking** himself]!” [cried will stutely].

#1 MC V #2 prep MC S cc twenty S V prep
 “[have at him, lads]!” ¶ at that, [will and ~~20~~ other men sprang upon the stranger].

Fixes

Indent. Is this a new topic, speaker, place, or time? Answer: Two new paragraphs, one for Will’s words (new speaker) and another for a new topic.

Homophones and usage. This time *then* means *in that case*.

Numbers. *twenty*. Spell out numbers that can be written in one or two words.

Quotations. Check that students placed quotation marks around the words spoken: “*Then ... himself!*” ... “*Have ... lads!*”

Note: This time, the first narrative is not set off with a comma despite its speaking verb (*cried*) because there is an exclamation mark ending the quotation instead.

Commas. Ask students where to put commas and why.

- Insert a comma before *lads* because it is a noun of direct address (NDA) but not after it because it ends the sentence.
- Ask: Do the cc’s need commas? Answer: No comma before either since both *and*’s join only two items that are not MCs (*trouncing and ducking*, *Will and men*).

End marks.

- Exclamation mark after *himself* and inside the closing quotation marks; keep *cried* lowercase.
- Period to close the first sentence after *Stutely*.
- Exclamation after *lads* since his invitation is highly exclamatory. Check that it is inside the closing quotation marks.
- Period at the end to close the last statement.

trouncing: severe beating

ducking: plunging of the body under water

Check that students understand “Have at him” to mean an invitation to attack the stranger.

Grammar Notations

Subjects and verbs. *he will go*, *cried Will Stutely*, *have at* (you is the understood subject; *have at* is a verb phrase), *Will ... men sprang*.

Prepositional phrases. *without a trouncing and ducking himself*, *At that*, *upon the stranger*.

✧ **Advanced.** The first one fits the pattern because *trouncing* and *ducking* are not verbs but nouns here, indicated by the article that comes before them (articles always precede nouns).

Clauses and sentence openers.

- #1 subject opener and MC (ignoring the opening adverb): *Then he will not go without a trouncing and ducking himself*.
- MC: *cried Will Stutely*.
- #1 subject opener (with you understood) and MC: *Have at him*.
- #2 prepositional phrase opener: *At that*.
- MC: *Will and twenty other men sprang upon the stranger*.

DAY 2

#5 AC cl S V MC S V prep
 (although they moved quickly), [the giant was ready], striking down men with his stout staff.

#3 ly cc MC S V V prep prep
slowly and surely, however, [he was pressed down by the considerable number of men].

Fixes

considerable: large in size

Indent. Is this a new topic, speaker, place, or time? Answer: No, it continues the fight between the Merry Men and the stranger.

Commas. Ask students where they added commas, and why.

Insert a comma after *quickly* because it is the end of the #5 opener. Rule: **AC, MC.**

Ask: Should there be a comma before the cc *and*? Answer: No, it joins two -ly adverbs, so no comma.

End marks. This is a statement so add a period.

Grammar Notations

Subjects and verbs. *they moved, giant was (ready is an adjective), he was pressed down (down is part of the verb phrase).*

✧ **Advanced.** If students mark *striking* as a verb, simply explain that it is not one here because it is not coupled with a subject and helping verb. The sentence does not say, “The giant was striking.”

Prepositional phrases. *with his stout staff, by the considerable number, of men.* Ask students to explain how these fit the pattern: **preposition + noun (no verb).**

Clauses and sentence openers.

- #5 opener and AC (adverb clause): *Although they moved quickly.*
- MC: *the giant was ready.*
- #3 -ly adverb opener: *Slowly and surely.*
- MC: *he was pressed down by the considerable number of men.*

DAY 3

Choose the best end mark to follow *wait*, *off*, *again*, and *him*. Check capitalization too.

MC V #1 MC V MC V S prep AC cl
 ¶ “[wait]! [everybody, back off]!” [called robin], **convulsing** with laughter (until his sore
 S V #1 MC S V cc MC V
 sides ached again). “[he is a blameless man], so [harm him no more].”

Fixes

Indent. Is this a new topic, speaker, place, or time? Answer: Yes, a new speaker and paragraph.

Quotations. Check that students placed quotation marks around the words spoken: “*Wait ... off!*” ... “*He ... more.*”

The interrupter is again not set off with a comma despite its speaking verb (*called*) because there is an exclamation mark before the verb instead of the usual comma.

Commas. See  1.

Ask: Is a comma needed after *Everybody*, and why? Answer: Yes, to set off the NDA. If students do not catch this, it is not critical because it is not a typical noun of direct address. Just explain the principle and move on!

Ask: Is a comma needed before *until*, and why? Answer: No, because mid-sentence adverb clauses are not set off with commas. Rule: **MC AC**.

Ask: Is a comma needed before the *cc so*, and why? Answer: Yes, because it joins two main clauses. Rule: **MC, cc MC**.


End marks.

Exclamation marks after *Wait* and *off* inside the closing quotation marks; keep *cried* lowercase.

Period to close the first sentence after *again*.

Period at the end to close the last statement.

convulsing: shaking violently (with laughter)


 **1. Teacher’s note.** Discuss parts of speech or clauses before discussing commas, as needed.


Grammar Notations

Subjects and verbs. *Wait* (subject, *you*, is understood), *back off* (adverb goes with verb; technically *you* is the subject, but it is fine if students mark the NDA *Everybody* as the subject), *called Robin*, *sides ached*, *He is*, *harm* (subject, *you*, is understood).

Adverb clause starter (subordinating conjunction). *until*. This is not one of the *www* words, but it starts an adverb clause. If students do not mark it, simply point it out, show the subject and verb, and help them bracket the clause.

Clauses and sentence openers.

- MC: *Wait!* Technically this does not count as a #6 vss because it is too short, only one word since the subject is understood but not stated.
- #1 subject opener and MC: *Everybody, back off!* See  2.
- MC: *called Robin*.
- AC (adverb clause): *until his sore sides ached again*.
- #1 subject opener and MC: *He is a blameless man*.
- MC: *harm him no more*.

 **2. Teacher’s note.** *Everybody, back off!* is a #1 and not a #6 vss because the sentence does not end until *ached again*. The quotation connects to the rest of the sentence because of the speaking verb. However, it is fine if students mark this as a vss.

DAY 4

Think of the rules you have learned to determine what punctuation should go after *proposal*.

#3 ly MC S V MC V S MC V S V prep
 ¶ openly, [robin then set forth his proposal]. “[hark you, honest stranger]: [will you stay with
me and be one of us]?”
 cc V prep

Fixes

Ident. Is this a new topic, speaker, place, or time? Answer: New topic. In the last sentence, Robin was speaking to the Merry Men; now he is addressing the stranger.

Quotations. Check that students placed quotation marks around the words spoken: “*Hark ... us.*”

Commas.

Ask: Did you add any commas? Answer: Before *honest stranger*, an NDA.

Ask: Why should there not be a comma before the cc *and*? Answer: It joins only two verbs (*will stay* and *be*) to the same subject (*you*). Rule: **MC cc 2nd verb** (no comma).

End marks.

Ask: What punctuation did you place after *proposal*? Answer: A period. Commas set up quotations only when there is a speaking verb introducing them. See ♡ 2.

In the second sentence Robin is asking a question, so close with a question mark inside the quotation marks.

hark: listen attentively

♡ **1. Grammar lovers.** The colon is correct after *Hark you, honest stranger*. Use a colon after a main clause to mean “an explanation follows.” It is the best way to indicate the relationship between these MCs.

♡ **2. Grammar lovers.** The verb phrase *set forth* sets up a direct object, *proposal*, not the quotation itself.

Grammar Notations

Subjects and verbs. *Robin set forth* (verb phrase), *Hark you, will you stay ... be.*

Ask: Which of these are helping verbs? Answer: *will*, which helps *stay* and *be*.

Clauses and sentence openers.

- #3 -ly adverb opener: *Openly.*
- MC: *Robin then set forth his proposal.*
- #1 subject opener and MC: *Hark you, honest stranger.*
- MC: *will you stay with me and be one of us?*

Style

If desired, have your students identify the best dress-ups from this week’s sentences. Discuss their answers. Choose among:

Strong verbs. *sprang, pressed down, befall.*

Quality adjectives. *stout, blameless.*

-ly adverbs (not the first word of any sentence). *quickly, surely.*

Week 28

No New Concepts

LEARN IT

There are no new concepts this week. See if you can answer the questions below. If not, check your grammar cards for the answers.


1. Name the coordinating conjunctions. (Hint: the reminder acronym is FANBOYS.)
2. What is the comma rule for two verbs combined with a coordinating conjunction?
3. What words can be handy for combining sentences that share a common noun? (Hint: this is a dress-up.)

Do you remember what these vocabulary words mean? If not, look them up in your vocabulary list in the back of your notebook.

- thatching
- shrewd
- hairsbreadth
- dexterous
- inflamed
- smote
- thwacked
- happenstance

Teacher's answers

1. *for, and, nor, but, or, yet, so*
2. a.k.a. compound verbs, no comma:
MC cc 2nd verb
3. *who* and *which*

 **Teacher's note.** Remember to keep the discussion light and fun—make it a game.

DAY 1

Think about whether to start a new paragraph when Robin addresses Will Stutely. Also, at the end of this passage, Robin is not finished speaking.

#1 MC S V #1 MC S V V prep AC cl S V V prep
 ¶ [robin accepted the challenge]. “[i will stoop to you] (as i have never stooped to man before). ¶ “friend stutely, [cut down a white piece of bark four fingers tall and wide].”

Fixes

Ident. Is this a new topic, speaker, place, or time? Answer: Yes, twice: a) The first sentence sets up the first part of the quotation (new speaker) and can go in the same paragraph. b) Start another paragraph when Robin turns away from addressing the stranger to give Will Stutely instructions—new topic.

Numbers. *four*. Spell out numbers that can be written in one or two words.

Quotations. “*I will ... before.* “*Friend ... wide.* Robin will have more to say Day 2, so do not close his speech with quotation marks.

✧ **Advanced.** When there is a new topic within one person’s speech, close the first paragraph with no quotation marks (*man before.*) but open the next with opening quotation marks (“*Friend ...*”). When the first paragraph does not close with quotation marks, it indicates that he is not finished; when the second paragraph opens with quotation marks, it reminds us that someone is still speaking.

Ask: Why is there no comma before the first quotation? Answer: There is no speaking verb setting it up.

Commas. Ask students where they added commas. Also discuss where they should not have placed them but may have done so.

- There should not be a comma before the *as* adverb clause. Rule: **MC AC**.
- NDA: *Friend Stutely*, which should be set off with a comma.

End marks. This is a statement so add a period.

Grammar Notations

Subjects and verbs. *Robin accepted, I will stoop, I stooped, cut down.* See ♡.

✧ **Advanced.** *Down* is an adverb here. Ask: Which makes more sense, *cut down or down a white piece*? Only the first, so *down* goes with the verb rather than starting a prepositional phrase.

Clauses and sentence openers.

- #1 subject opener and MC: *Robin accepted the challenge.*
- #1 subject opener and MC: *I will stoop to you.*
- AC (adverb clause): *as I have never stooped to man before.*
- MC: *cut down a white piece of bark four fingers tall and wide.*

stoop: lower oneself; descend from one’s level of dignity.

Robin Hood considers it stooping because the stranger has insulted him.

♡ **Grammar lovers.**

The subject of *cut* is not *Friend Stutely* but an understood *you*. NDAs do not do double duty as subjects. Although *Stutely* and *you* are one and the same in the story line, the words have different functions grammatically. Also, there would not be a comma between a subject and its verb, but there needs to be a comma after the NDA.

DAY 3

¶ “aye, [i surely will strike the mark],” [answered he]. “[hand me a stout bow and a straight, broad arrow]. (if i hit it not), [thrash me blue with bowstrings]!”

Fixes

thrash: beat soundly

Indent. Is this a new topic, speaker, place, or time? Answer: Yes, a new speaker and paragraph.

Quotations. Check that students placed quotation marks around the words spoken: “Aye ... mark” and “Hand ... bowstrings.”

Commas. Ask students where they added commas or other punctuation and why. Also discuss where they should not have placed punctuation but may have done so.

- Comma after *mark*. Rule: **quotation + comma + speaking verb**. See End marks, below.
- No comma after *bow* because *and* joins only two nouns (*bow* and *arrow*), not three or more items in a series.
- Comma with coordinate adjectives: *straight, broad arrow*. Both tests sound right, so these are coordinate, not cumulative, and take a comma: 1) *broad, straight arrow*; 2) *straight and broad arrow*.
- Comma at the end of the #5 opener: *If I hit it not, ...*

End marks. Period after *answered he*. There is a complete quoted sentence before and after the interrupter, so close the interrupter with a period before starting the next sentence.

Exclamation mark after *bowstrings* to close his exclamatory speech. Check that the exclamation mark is inside the closing quotation marks.

Grammar Notations

Subjects and verbs. *I will strike, answered he, hand* (with the subject, *you*, understood), *I hit, thrash* (with the subject, *you*, understood).

Clauses and sentence openers.

- #1 subject opener and MC: *I surely will strike the mark*. Students may count this as a #1 opener or not since only a short transitional word comes before the MC.
- MC: *answered he*.
- #1 subject opener and MC: *Hand me a stout bow and a straight, broad arrow*.
- #5 opener and AC (adverb clause): *If I hit it not*.
- MC: *thrash me blue with bowstrings*.

DAY 4

In your rewrite, combine the first two sentences with a *which* clause.

#1 MC S V cc ^{DC S/w-w} *which* V cc #1 MC S V
 ¶ [he chose a bow and a straight shaft], ~~and~~ ^{which} (was well feathered and smooth). [he stepped
 up ^{prep} to the mark ^{prep} with **alacrity**].

Combine sentences with a *which*

Who-which clauses. Check that students combined the sentences correctly and put a comma in front of the new *which* clause.

Ask: What noun does *which* describe and where is it? Answer: *shaft*, which is immediately before the *which* clause. See ✎.

alacrity: cheerful readiness or promptness

✎ **Teacher's note.** This *who-which* clause is nonessential because it simply describes the already identified shaft, so it is set off with a comma.

Fixes

Indent. Is this a new topic, speaker, place, or time? Answer: Yes, a new topic, pulling out of his speech and turning to his actions.

Commas. If students put a comma in front of either cc, explain that they both join only two items in a series (not MCs), so no comma in either case: *bow and shaft; well feathered and smooth*. Pattern: **a and b**.

End marks. This is a statement so add a period.

Grammar Notations

Subjects and verbs. *He chose, which was, He stepped* (*up* is an adverb modifying *stepped*).

Clauses and sentence openers.

- #1 subject opener and MC: *He chose a bow and a straight shaft.*
- DC (w-w clause): *which was well feathered and smooth.*
- #1 subject opener and MC: *He stepped up to the mark with alacrity.*

Style

If desired, have your students identify the best dress-ups from this week's sentences. Discuss their answers. Choose among:

- Strong verbs.** *stoop, dub.*
- Quality adjectives.** *yonder, feathered.*
- ly adverbs** (not the first word of any sentence). *surely.*

STUDENT REWRITE

Robin accepted the challenge. “I will stoop to you as I have never stooped to man before.

“Friend Stutely, cut down a white piece of bark four fingers tall and wide. Nail it fourscore yards distant on yonder white oak. If, stranger, you hit that target, then you can dub yourself an archer.”

“Aye, I surely will strike the mark,” answered he. “Hand me a stout bow and a straight, broad arrow. If I hit it not, thrash me blue with bowstrings!”

He chose a bow and a straight shaft, which was well feathered and smooth. He stepped up to the mark with alacrity.

Scope and Sequence

Week	Parts of Speech Sentence Elements	Punctuation	Dress-Ups	Sentence openers	Other Concepts	Vocabulary
1	articles nouns <i>who-which</i> clauses	end marks	<i>who-which</i> clause		capitals indentation	reigned glades expertise rambled
2	pronouns verbs coordinating conjunctions	commas with items in a series			its/it's	wrath dauntless readily carefree
3		quotations	strong verb		to/two/too there/their/ they're	blithely fancifully convivially accosted shoddy
4	adjectives	commas with nouns of direct address (NDAs)			then/than	taunted champion top-notch retorted
5	-ly adverbs prepositions				your/you're	affronted composedly buck wager seethed capital
6			-ly adverb quality adjectives			impulsively hot-blooded opponent toppled hastened
7	subjects clauses and phrases					accounts reserved lavishly vendetta
8	main and dependent clauses		clause starters (www.asia.b words)		lie/lay	adroitly displaced famished narrowly
9						insatiable despoiled oppression yeomen
10				#1 subject #2 prepositional phrase		vowed plundered succor earnestly
11			combining sentences with a <i>who- which</i>	#3 -ly adverb		impoverished audacious escapades magnanimous vicariously

Week	Parts of Speech Sentence Elements	Punctuation	Dress-Ups	Sentence openers	Other Concepts	Vocabulary
12	coordinate and cumulative adjectives	commas with quotations commas with adjectives before a noun		#5 clausal opener		melodiously gurgling cavorted captivated sport
13				#6 vss		tarry heed ranged spanned
14		commas with adverb clauses				resolutely quicken brusquely interloper
15			additional clause starters		whose/who's Review questions: indents and capitalization	bide tan your hide numskull faintheart
16					Review questions: articles and nouns	lethal craven sparring countered
17					Review questions: FANBOYS and MCs	sturdily hefty genially furtively
18	coordinating conjunctions	comma rule mc, cc mc				deemed towered husky muttered
19		comma rule mc cc 2nd verb				proclaimed catapults adept nimble
20					Review questions: adjectives	stouter adversary parried leveled
21					Review questions: -ly adverbs and NDAs	deftly thus chafed fatigue
22					Review questions: prepositional phrases and <i>then/than</i>	combatant thatching shrewd hairsbreadth dexterous

Scope and Sequence

Week	Parts of Speech Sentence Elements	Punctuation	Dress-Ups	Sentence openers	Other Concepts	Vocabulary
23					Review questions: more usage	inflamed smote thwacked happenstance sorry predicament
24					rules for writing numbers	gaining his feet wielding hearty scorching clapped
25					Review questions: DCs	faced score steadfast stout
26					Review questions: #6 vss's and DCs	trouncing ducking considerable convulsing hark
27					Review questions: commas	lucrative succulent nettled conceded
28					Review questions: dress-up and more commas	stoop dub thrash alacrity
29					Review questions: numbers and quotations	prodigious cleft keen unparalleled
30					Review questions: more usage	flawlessly henceforth sportive proudly
31					Review questions: more commas	quip tendons guffawed posthaste
32					Review questions: prepositional phrases	capital christening surveyed fashioned
33					Review questions: more clauses	downy brace verdant valorous interchange

Fix It! Grammar

Glossary

Pamela White

THIRD EDITION

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Fix It! Grammar emerged from her frustration with traditional methods of teaching grammar. Her high school students would memorize the rules and apply them in artificially contrived sentences, but there was little transfer to their writing. Her first *Fix It!* story showed that editing sentences in an ongoing story teaches grammar in a way that sticks and trains students to become self editors.



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