

The purpose of **DAILY GRAMS: GUIDED REVIEW AIDING MASTERY SKILLS - GRADE 4** is to provide students with **daily** review of their language. Review of concepts helps to promote **mastery learning**.

This particular text offers more "teaching" than some *Daily Grams* books. However, *this text is not a teaching text*; it has been specifically designed for review. As in other *Daily Grams* texts, concepts are usually repeated within twenty-five to thirty days.

### **FORMAT**

Note that each page is set up in this manner:

1. Sentence #1 always contains **capitalization**.
2. In sentence #2, students insert needed **punctuation**. You may want students to write this sentence, adding proper punctuation.
3. Numbers 3 and 4 address **general concepts**. You may wish to replace one of these items with material you are currently studying, especially if the concept provided has not yet been introduced.
4. Number 5 is always a **sentence combining**. Using the sentences given, students write a more intricate sentence. This helps students develop higher levels of writing. If you feel that the sentences given are too difficult, simply delete parts or replace them.

**Note:** An excellent teaching text for this level is *Easy Grammar: Grades 4 and 5*. To teach higher level sentence structures, *Easy Writing* is suggested. See the back of this text.

### **DAILY GRAMS: GUIDED REVIEW AIDING MASTERY SKILLS - GRADE 4**

is designed as a guided review. There are 180 "GRAMS" in this book, one review per teaching day. **DAILY GRAMS** will take approximately **10 minutes** total time; this includes both completing and grading. (Don't be concerned if it take slightly longer.)

#### **PROCEDURE**

1. Students should be **trained** to do "GRAMS" immediately upon entering the classroom. Therefore, "GRAMS" should be copied, written on the chalkboard, or placed on a transparency for use with an overhead projector. (The projector may need to be adjusted to enlarge the print.)
2. Students will finish at different rates. Two ideas are suggested:
  - A. Students read when finished.
  - B. Students write in daily journals.
3. Go over the answers orally as a class. Discuss answers. (Example: Why is *America* capitalized?)
4. In making students accountable for this type of activity, you may wish to take a quiz grade occasionally.

## SUGGESTIONS

1. Make transparencies and file them. These can be used each year. Simply draw that day's "GRAMS" from your file.
2. You may choose to purchase a workbook for each student or to make copies for each student. A transparency is still needed. Students usually learn more by seeing the answers.
3. Solicit as much **student response** as possible. Keep the lesson lively!
4. If possible, allow students to write the sentence combining on the board. Use this for class "editing" and **praise!**
5. As one progresses through this book, some of the sentence combinings become longer and more complex. This may necessitate an adaptation to your own teaching style and to your students' needs.

**Note:** Student **workbooks** are available and will save you valuable time. These contain the same daily reviews as the teacher text. The introductory pages and the answers are not included in the workbooks.