

The purpose of **DAILY GRAMS: GUIDED REVIEW AIDING MASTERY SKILLS – GRADE 6** is to provide students with daily review of their language. Review of concepts helps to promote **mastery learning**.

All *Daily Grams* are review texts. If you are familiar with grades three, four, and five, you are aware that those books contain a great deal of built-in instruction along with the review. Less instruction is included within this text. As in all *Daily Grams*, concepts are usually repeated within twenty-five to thirty days. Like *Daily Grams – Grade 5*, this text has six items per page and includes instruction and built-in review of analogies, spelling, and simple/compound/complex sentences.

FORMAT

Each page is set up in this manner:

1. Sentence # 1 is always **capitalization** review.
2. Sentence #2 is always **punctuation** review. Students will insert needed punctuation. You may, however, want students to write this sentence, adding needed 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. In number 5, **spelling** rules, **analogies**, and **simple/compound/complex sentences** are introduced and reviewed.
5. Number 6 is always **sentence combining**. Using the sentences given, students will write one higher-level sentence. If you feel that the sentences provided are too difficult, simply delete parts or replace them. If you feel that a particular combining is too easy, add more detail and/or information.

DAILY GRAMS: GUIDED REVIEW AIDING MASTERY SKILLS – GRADE 6 is designed as a guided review. There are **180 lessons** in this book, one review per teaching day. *DAILY GRAMS* will take approximately **10 minutes** total time; this includes both completing and grading. (Do not be concerned if this takes slightly longer.)

PROCEDURE

1. Students should do "GRAMS" immediately upon entering the classroom or beginning the language class. Each lesson should be copied for each student, written on the board, 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 may read when finished.
 - B. Students may write in daily journals.

Obviously, you know your students well and will adjust these to align with your students' needs and your own expectations.

3. Discuss answers orally as a class. (Examples: Why is *Italian* capitalized? Why do we insert a comma after the person's name in this sentence?)
4. In making students accountable for this type of activity, you may want to Take an occasional quiz grade.

SUGGESTIONS

1. Make transparencies and file them. These can be used each year. Simply draw that day's "GRAMS" from your file.

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.

2. Allow students to use a dictionary, if necessary, to complete analogies.
3. Solicit as much student response as possible. Keep the lessons lively!
4. If possible, allow students to write sentence combinations on the board. Use these for class "editing" and **praise**!
5. As one progresses through this book, some of the sentence combinations become longer and more complex. This may necessitate an adaptation to your own teaching style and to your students' needs.

Note: **Workbooks** include all of the daily reviews contained within the teacher text. They do not include the introductory pages or the answers.