

The purpose of **DAILY GRAMS: GUIDED REVIEW AIDING MASTERY SKILLS** is to provide students with **daily** review of their language. Bringing this information to the “forefront” of one’s memory will help to insure **mastery learning**.

FORMAT

You will note that each page is set up in this manner:

1. Sentence one will always contain **capitalization** errors. Encourage students to write only the words that should be capitalized.
2. In sentence 2 of each exercise, students will insert needed **punctuation**. It is suggested that students write out this sentence, adding proper punctuation.
3. Both sentences 3 and 4 will be **general review**. You may want to replace one of these items with material you are currently studying.
4. Sentence 5 is always a **sentence combining**. Using sentences given, students will write one, more intricate sentence. This helps the student move to higher levels of writing. If you feel that the sentences given are too difficult for your level, simply delete parts. In most cases, you have been given two possible answers. Needless to say, there are more.

DAILY GRAMS: GUIDED REVIEW AIDING MASTERY SKILLS 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 doing and grading.

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 items on each page have been placed closely so that the entire lesson will fit onto an overhead projector. Of course, the projector will need to be adjusted to enlarge the print.)
2. Students will finish at different rates. Two ideas are suggested:
 - A. Require students to have a reading book with them **at all times**. Students simply read when finished.
 - B. Allow students "Three Minute Conversations" when they have completed **DAILY GRAMS**. Students will select a partner and discuss anything (within limits of school suitability). The requirement is that all thoughts are expressed in **complete** sentences. Those who work faster may get the entire three minutes while others may only get a minute or two. The purpose, however, is that everyone is ready to check "GRAMS" at the same time.
3. Go over the answers as a class orally. In making students accountable for this type of activity, you may wish to take a quiz grade occasionally.

SUGGESTIONS

1. It is suggested that "GRAMS" be transferred to transparencies, numbered, and filed. In using them over a period of years, one only has to draw the "GRAMS" from the file.
2. The blackboard may also be used.
3. Some teachers will want to make copies for each student. In doing this, a master copy for students or the teacher to give answers is advisable.
4. Solicit as much student response as possible.
5. As one progresses through this book, some of the sentences become longer and more complex. This may necessitate an adaptation to your own teaching needs.

STUDENT RESPONSE TO DAILY GRAMS

"GRAMS helps me to get my mind going when I get to English class."

"I think GRAMS helps me to remember everything we learned."

"They help me remember things I forgot."

"I'm learning a lot about sentence combining."

"I really like the GRAMS. I think they are fun, and we can learn from them."

"I really enjoy GRAMS. I think that they keep the material I have learned in my head."