

The purpose of **Daily GRAMS: GUIDED REVIEW AIDING MASTERY SKILLS - JUNIOR HIGH/SENIOR HIGH** 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 most *Daily GRAMS* books. However, *this text is 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 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 wish to replace one of these items with materials you are currently studying.
4. Sentence #5 is always a **sentence combining**. Using sentences given, students will write one, more intricate sentence. This helps students to develop 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.

There are 180 “GRAMS” in this book, one review per teaching day. **DAILY GRAMS** will take approximately **10 minutes** total time; this included both completing and grading. (Don’t be concerned if it takes slightly longer.)

PROCEDURE

1. Students should be **trained** to do “GRAMS” immediately upon entering the classroom. There, “GRAMS” should be copied, written on the white board, or written in the student workbook.

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 orally as a class orally. In making students accountable for this type of activity, you may wish to take a quiz grade occasionally.

SUGGESTIONS

1. Make a master copy to use each year with your projection device.
2. You may choose to purchase a workbook for each student or to make copies for each student.
3. Solicit as much **student response** as possible. Keep the lesson lively!
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.