

Written Script for *Daily GRAMS*

Hi! I'm Dr. Wanda Phillips. You will love *Daily GRAMS* as much as I do. These quick daily lessons help students use their language well. They actually use capitalization and punctuation every day of the school year. No wonder they gain mastery, and their scores are so high!

GRAMS is an acronym for *Guided Review Aiding Mastery Skills*. I have *Daily GRAMS* texts for *Grade 3, Grade 4, Grade 5, Grade 6, and Grade 7*.

Students will complete one lesson per day for **180** days. Each lesson requires only **5-10** minutes for students to complete the lesson and for you to discuss it with them.

I recommend that students complete a *Daily GRAMS* lesson at the beginning of each English class period.

The format for each lesson is the same. Number 1 is always **Capitalization**. Number 2 is always **Punctuation**. Students insert needed punctuation. Some companies combine capitalization and punctuation; I found this too confusing, especially for students who struggle. In #3 and #4, students practice **Grammar and Other Concepts**. Number 5 focuses on **Sentence Combining**. Here, students use two or three sentences and combine them into one complete thought. This improves their quality of writing.

I expanded the format of *Daily GRAMS: Grade 5*. Again, students use capitalization and punctuation every day for 180 days. However, I added an extra component for GRAMMAR and OTHER CONCEPTS to include **analogies** and **spelling**. (Some fifth graders lacked mastery of spelling concepts in their writing.) I also included

how to complete analogies, an important **critical thinking skill**. Now, #6 is SENTENCE COMBINING!

May I show you an actual lesson from *Daily GRAMS: Grade 5*? This is **Day (Lesson) 19**. In sentence 1, students place capitals where needed. I ask you to discuss the answers to determine **why** a word is capitalized.

did walter cronkite, a famous journalist, work for columbia broadcasting system?

Why do we capitalize **Did**? It's the first word of a sentence. Capitalize **Walter Cronkite**. Why? It's a person's name. We capitalize **Columbia Broadcasting System**. Why? It's the name of a company. In my classes, I asked students to place the capital above the word; some educators have them underline the letter twice.

Did Walter Cronkite, a famous journalist, work for Columbia Broadcasting System?

Let's insert needed punctuation in #2. Ask students for answers; make this activity **exciting** and **interactive**.

Susan did Mrs Prince arrive for her appointment at 2 30

Susan, comma! **Why?** We are speaking to *Susan*; that's called a *noun of direct address*. A period appears after *Mrs.*, which is a title. (Some no longer place a period here. This is your choice.) Add a colon between the 2 and 3 in 2 30. Why? A colon separates the hour and minutes in time. What do we use for end punctuation? A question mark (!)! Yes, the sentence is interrogative; it asks a question.

Susan, did Mrs. Prince arrive for her appointment at 2:30?

In #3, students practice irregular verbs. The answer is *chosen*. *Why?* What is the helping verb? *Have!* With this helping verb, we must use the past participle of a verb, not the past tense, *chose*. The verb phrase is **have chosen**.

Note that I provide a definition for a **phrase**, a *group of words*. I include the example, *with my aunt*. Students practice that a **clause** contains a subject **and** a verb. The example is *While I was eating*. Ask students for the subject. *!!* What is the verb phrase? *Was eating*. Is *for five minutes* a clause or a phrase? *Phrase!* *Why?* It's merely a group of word. To be a clause, it must have a subject and a verb. (Many students will recognize *for five minutes* as a prepositional phrase.) We are discussing *Bo*; place one line under *Bo* to indicate that Bo is the subject. *What* does Bo do? He laughs! Place two lines under laughs to show it's the verb. We have both a subject and a verb. What is it? *A clause!*

Let's view the example in #5. We need to understand how the first two words are related.

The first word of an analogy may express a *general topic*, and the second word may state a *type* or *category* of that topic. The directions state: Choose the answer that has the same relationship to the third word. Book : (is to) mystery :: (as) tree : (is to)

_____ a) woods b) hiking c) oak

d) winter. We know a mystery is a type of book. What answer expresses a type of tree.

The answer is *oak*. **Oak** is a type of tree.

Let's look at Number 5.

Meal is to breakfast as gem is to _____ a) ruby b) precious c) jewelry d) metal. Solicit that breakfast is a type of meal. Which possible answer is a type of gem? The answer is **a) ruby**.

SENTENCE COMBINING: Please read the three sentences.

A solid is a type of matter.
A liquid is a type of matter.
A gas is a type of matter.

They may be expressed well as items in a series. *Solids, liquids, and gases are types of matter.* Typically, other sentence structures are possible. Peer-reviewed research reflects that sentence combining improves the quality of writing. I found this study when I completed research for my doctoral thesis, which focused on writing. However, I realized its effectiveness years before in my own classroom. Using **Daily GRAMS** with my classes, I immediately saw students' own writing improve.

We have completed Day 19; now, we close the *Daily GRAMS* text for the day!

This lesson requires only **5-10** minutes!

I want to share about **cyclical learning**. This is a process in which skills and concepts **are introduced, reintroduced, expanded, reviewed, and applied in a cycle** throughout. The cycle will vary.

You can find three "Scope and Sequence" sections at the beginning of every *Daily GRAMS* text. These are for PUNCTUATION, GRAMMAR & OTHER CONCEPTS, and CAPITALIZATION.

This is an excerpt from the "Capitalization Scope and Sequence." **Numbers** indicate days (lessons) when skills/concepts **occur**. Let's zoom in to "Title of Books and

other Works.” This could be a title of a children’s book or even a banner hanging over a parade route. *It applies to all!*

We know the rule is first introduced on Day **12** and then reintroduced in Lesson **29**. On Day **58**, it’s applied again. We practice the rule on Day **65**. View the other numbers where this is practiced: **78, 82, 93, 122-123, 132, 147, 152, 159, 171**, and **177**. Students **use** this rule in **a total of 16 lessons** throughout *Daily GRAMS: Grade 5*.

Did I mention that all of our texts are **money-back guaranteed**?

In 2019, we submitted *Daily GRAMS: Grade 5* to the Parent and Teacher Choice™ Awards, an internationally recognized organization, for review. It received a gold medal!

May I share an anecdote? I had just received my fifth-grade class’s standardized test results. My class average for mechanics (*capitalization and punctuation*) was 11th grade level. When my students returned from recess, I was literally jumping up and down, praising their learning. One usually shy boy standing near me said quietly, “Dr. Phillips, if you had done a *GRAM* a day, you would have done as well.” My response was a huge smile and an enthusiastic, “Thank you, James.” He was right; cyclical learning does promote mastery learning.

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This money-back guaranteed curriculum has truly been a gift to me. It is my **mission** to help you teach and your students to learn. I remain a **resource** for you; my email is wanda@easygrammar.com.

Homeschooling Parents: Students may write within the teacher edition of the *Daily GRAMS* texts because answers are in the back. To save money, purchase only the teacher edition. I also highly recommend the **assessment** booklet for each grade level.