

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 needed with 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

Note that each page is set up in this manner:

1. Sentence #1 always contains **capitalization** review.
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 materials 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 sentences given, students will write a more intricate sentence. This helps students to develop higher levels of writing. If you feel that the sentences given are too difficult, delete parts or replace them.

Note: An excellent teaching text for this level is *Easy Grammar: Grade 6*. To teach higher level sentence structures, *Easy Writing* is suggested.

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. Students read when finished.
 - B. Students write in daily journals.

3. Go over the answers orally as a class. Discuss the answers. (Example: 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 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. 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 teaching time. These contain the same daily reviews as the teacher text. The introductory pages and the answers are not included in the workbooks.