

Introduction

No-Glamour Grammar is a basic grammar program designed specifically for language-delayed individuals from the fourth grade through adulthood. This program has been designed to deal with one aspect of grammar at a time, and provides sufficient practice to master each concept. Each task is broken down into small increments of learning. *No-Glamour Grammar* assumes as little as possible in information content.

Another advantage of *No-Glamour Grammar* is that it can be tailored to fit the needs of an individual as well as of an entire group. The program can be presented in separate units as needed, or as an entire program. It can be used to supplement or to provide a complete grammar curriculum geared for success at every level.

No-Glamour Grammar includes twenty-one units of worksheets featuring specific points of grammar. The order of presenting the program is important since the units progress in difficulty, building upon information presented in preceding units. Each unit follows a general pattern from the first to the last worksheet. Here is the pattern of a typical unit:

1. An explanation of the grammar concept to be presented
2. Some examples of usage
3. An exercise involving the identification of the grammar concept
4. A fill-in-the-blank and/or a multiple-choice exercise
5. An exercise that involves creating sentences using target words from that particular unit

The last section of this manual includes a pretest and a post test for each unit. Instructors may use these tests to assess grammar functioning before, during, or after training. The tests also offer a quick way to determine whether review is necessary before introducing a new concept that assumes mastery of a concept previously taught.

Suggested Presentation and Testing

Introduce one concept at a time. Present the examples given. If the students do not appear to grasp the ideas presented, then explain the concepts again and give additional examples. Review all worksheet instructions with the students before they begin each task. Spot-check students for comprehension of worksheet materials and instructions. Ask them to explain the new information or to give examples of usage. It is also important to monitor students' independent seat work activity. Strive for a balance between directing the students and allowing them to work as independently as possible.

Instruction in small groups is often desirable. If a student finds the reading difficult, however, it may be necessary to use a helper, such as another student within the class or a classroom aide. This person may then help with the reading, spelling, and general instructions. Care should be taken, however, to see that the helper does not simply provide answers for the student. All of the written work must be done by the student. Keep in mind that this is not a reading or spelling exercise. The intent of this program is to help the student understand and, hopefully, master basic grammar skills.

No-Glamour Grammar worksheets have been designed for use within the classroom or therapy setting under direct supervision. However, they can also be used to review and reinforce information at a later date or given as homework.

Supplemental materials can be created to reinforce any of the grammar units. These worksheets can be tailored to fit the students in their environment. Many things familiar to a student, such as his name, school, street, city, state, and country, can be used in the worksheets. This tailoring is beneficial in two ways. First, it helps reinforce important information about the students and their environment. Second, the students enjoy personalized worksheets.

One or all of the pretests can be administered as needed. Individual or small group settings are desirable for testing. Someone should be on hand to explain the instructions and to help with reading and spelling. No help should be given in determining answers. When administering the pretest, assure the students that they are not expected to know all the answers on the test. However, they will be expected to do the best job they can. Explain that the pretests are given mainly to determine how best to help them.

The appropriate post test can be administered after a grammar unit is finished. A recommended passing level is eighty percent. If a student is not able to pass a post test, then he needs to be re-instructed. Note the type of errors on the test. Then address these errors when the program worksheets are re-presented. Any of the post tests can be readministered at a later date to check for continued mastery of a grammar concept.

When the students complete the program, they should be familiar with the parts of a sentence. A natural adjunct to *No-Glamour Grammar* is sentence diagramming. Sentences taken directly from the program can be used for diagramming.