Objective The student will identify and use subject pronouns.

Materials
- Blackline master of a T-shirt produced on 8 1/2 x 11 paper
- Paper, pencils, crayons, scissors

1. Distribute a blackline master to each student.
2. Have each student write his or her name on one side of the T-shirt.
3. On the other side of the T-shirt, have students write the subject pronoun that could be used in place of the proper noun. (VISUAL; KINESTHETIC)
4. Ask students to cut out and decorate the T-shirt as they desire, as long as the words are visible. (VISUAL; KINESTHETIC)
5. On another sheet of paper, ask students to write a sentence, using the proper noun as the subject. Then have them rewrite the sentence, replacing the subject with the correct pronoun. (VISUAL; KINESTHETIC)
6. Have students repeat Step 5 with other nouns and subject pronouns, using page 214 of the pupil book for reference. (VISUAL; KINESTHETIC)

Suggestion Hang completed T-shirts on a string in the middle of the classroom for student reference. (VISUAL)

Pronouns and Verbs

Objective The student will use the correct verb form for the subject pronoun.

Materials
- Prepared poster (See sample shown.)
- Chalkboard
- Poster paper and pencils
- Red marker

1. Display the poster and review each sentence with students, noting each subject pronoun and the verb form used. Point out to students that when he, she, or it is used in the present, the verb ends in –s or –es. Circle the pronouns he, she, and it on the poster in red and underline the –s in red as a visual reminder for students. (VISUAL; AUDITORY)
2. Ask volunteers to name five verbs and list them on the chalkboard. (AUDITORY; VISUAL)
3. Ask students to make their own posters, using the subject pronouns from the prepared poster and one of the verbs listed on the chalkboard. Remind them to use the present-time form of the verb. (VISUAL; KINESTHETIC)
## Multisensory Grammar Activities continued

### Contractions

**Objective** The student will write pronoun-verb contractions.

**Materials**
- 17 index cards with one letter written in black on each card (e, e, h, i, I, l, m, o, r, s, t, u, v, w, y)
- 4 index cards with one letter written in red on the front side of each card (a, h, i, w) and with an apostrophe written on the back of each card

1. Give one card to each student. Say the words they are. (AUDITORY)
2. Have the students with the black letters t, h, e, y, r, and e and the red letter a come to the front of the room and stand so that they form the words. Have them leave a space between the two words. (VISUAL; KINESTHETIC)
3. Say the two words aloud. (AUDITORY)
4. Have students repeat the words aloud and write them on their papers. (AUDITORY; VISUAL; KINESTHETIC)
5. Say the contraction they’re. Have the student with the red vowel a turn the card around to show the apostrophe and have students spell they’re orally. Have students write the contraction, naming each letter as they write it. (AUDITORY; VISUAL; KINESTHETIC)

### Possessive Pronouns

**Objective** The student will use possessive pronouns to replace possessive nouns.

**Materials**
- Highlighters (1 for each pair of students)
- Paper and pencils
- Index cards (7 for each student)

1. Ask students to write one possessive pronoun on each index card, using page 224 of the pupil book for reference. (KINESTHETIC)
2. Have students work in pairs. Ask each student to write a sentence, using a possessive noun. (KINESTHETIC)
3. Ask partners to trade sentences. Have partners rewrite the sentence, replacing the possessive noun with a possessive pronoun. (VISUAL; KINESTHETIC)
4. Have students highlight the possessive pronoun and draw a line to the possessive noun it replaces. (VISUAL; KINESTHETIC)
5. Invite pairs of students to read their sentences to the class. After the first student reads the sentence using the possessive noun, ask the class to hold up the index card showing the possessive pronoun that could replace the possessive noun. (AUDITORY; VISUAL; KINESTHETIC)