Multisensory Grammar Activities

Abbreviations

**Objective:** The student will write abbreviations correctly.

**Materials**
- Individual chalkboards for each student
- Chalk
- Erasers

1. Say the word *January* and ask students to write it on their chalkboards, saying the word as it is written. *(VISUAL; AUDITORY; KINESTHETIC)*
2. Ask students to put an *X* over each letter that should be dropped to make an abbreviation.
3. Have students write the abbreviation, substituting a period for the dropped letters and naming aloud each letter and the period as it is written. *(VISUAL; AUDITORY; KINESTHETIC)*
4. Repeat the activity with other months and days.

**Book Titles**

**Objective** The student will write book titles correctly.

**Materials**
- 10 or 15 library books
- Notebook paper, pencils
- Thin yarn (enough for each book title to be underlined; one piece of yarn with tiny magnets glued to the ends for demonstration)
- Scissors
- Chalk
- Glue or paste

1. Display the library books. Ask a volunteer to pick a book and read the title. *(AUDITORY)*
2. Write the title of the book in a sentence on the chalkboard. *(VISUAL)*
3. Ask the student to point out the title and to place the yarn with magnets under the title. *(KINESTHETIC; VISUAL)*
4. Ask the student to circle capital letters in the title. *(VISUAL; AUDITORY)*
5. Have students choose five of the books and write sentences on their own paper that include the book titles correctly capitalized. Have them cut yarn the length of each title and glue or paste it exactly under the book title. Then have them circle each capital letter in the title. *(VISUAL; KINESTHETIC)*
Multisensory Grammar Activities continued

Order Words

Objective  The student will use a comma after order words.

Materials  
• 4 sentences written on the chalkboard (See samples shown.)  
• Chalk  
• Pencils  
• Paper  

1. Read each sentence on the chalkboard aloud, pausing at the comma and reinforcing it by making a comma in the air with your finger. (AUDITORY; VISUAL)  
2. Divide students into small groups.  
3. Ask each group to write four-step instructions, using order words correctly in sentences. (VISUAL; AUDITORY; KINESTHETIC)  
4. Invite each group to share its instructions with the class. (AUDITORY)

Commas in a Series

Objective  The student will use commas in a series.

Materials  
• Index cards with two nouns on each (one card for each student)  
• Index cards with three nouns on each (one card for each student)  
• Glitter glue, pencils  
• Two sentence strips for each student  

1. Say the sentence José and Nakool are my friends. Write the sentence on the board, saying aloud each word used. (AUDITORY; VISUAL)  
2. Remind students that when only two nouns are joined, a comma is not needed.  
3. Say the sentence Sean, Shane, and Sarah are my friends. Write the sentence on the board, saying aloud each word used. Remind students that when three nouns are listed in a series, they are separated by commas. (AUDITORY; VISUAL)  
4. Give each student two index cards. One card should have two nouns and the other should have three nouns. Instruct students to think of a sentence for each list of nouns.  
5. Ask students to write each of their sentences on a sentence strip, using glitter glue for commas to bring attention to them. (VISUAL; AUDITORY; KINESTHETIC)