Multisensory Grammar Activities

What Is a Sentence?

Objective  The student will distinguish between complete sentences and fragments.

Materials  10 sentences written on sentence strips (See sample sentences shown.), tape, chalkboard, chalk

1. Tape the sentence strips to the chalkboard. Ask a volunteer to choose a sentence strip and say whether or not it is a complete sentence. If it is not a complete sentence, have the volunteer come to the board and rewrite the fragment to make it a sentence. (VISUAL; AUDITORY; KINESTHETIC)

2. Follow this procedure for the remaining sentence strips.

Statements and Questions

Objective  The student will identify statements and questions and use the correct end punctuation marks for each.

Materials  Tape, 6 index cards, pencils and paper

1. Write six sentences on the chalkboard (See samples shown.), omitting the end punctuation marks. Ask a volunteer to read the first sentence aloud and identify it as a statement or a question. Have him or her write the correct end punctuation mark on an index card and tape it to the end of the sentence. (VISUAL; AUDITORY; KINESTHETIC)

2. Repeat with the remaining sentences.

3. Ask students to rewrite each statement as a question and each question as a statement. Model with one of the sentences. Invite volunteers to share their new sentences. (VISUAL; AUDITORY; KINESTHETIC)

Ideas for Multisensory Grammar Activities continued

Commands and Exclamations

Objective The student will identify commands and exclamations and use the correct end punctuation marks for each.

Materials
Tape, 8 index cards, pencils and paper

1. Write eight sentences on the chalkboard (See samples shown.), omitting the end punctuation marks. Ask a volunteer to read the first sentence aloud and identify it as a command or an exclamation. Have him or her write the correct end punctuation mark on an index card and tape it to the end of the sentence. (VISUAL; AUDITORY; KINESTHETIC)

2. Repeat with the remaining sentences.

Subjects and Predicates

Objective The student will identify the complete subject and complete predicate of a sentence.

Materials
- List of sentences written on the chalkboard (See samples shown.)
- Yellow and red chalk
- Yellow and red pencils or markers
- Notebook paper

1. Review what students have learned about complete subjects and complete predicates. Then have a volunteer read the first sentence aloud and underline the complete subject in yellow chalk and the complete predicate in red chalk. (AUDITORY; VISUAL; KINESTHETIC)

2. Repeat the steps with the remaining sentences.

3. Have students write five of their own sentences on notebook paper. Ask them to underline the complete subject in yellow pencil and the complete predicate in red pencil. (KINESTHETIC; VISUAL)

Answers: Complete subjects are underlined once. Complete predicates are underlined twice.