Multisensory Grammar Activities

What Is a Noun?

Objective  The student will identify nouns and categorize them as being a person, a place, or a thing.

Materials
• 5 index cards for each student
• Large sheet of poster paper (with the headings PERSONS, PLACES, THINGS)
• Social studies textbook
• Tape
• Pencils

1. Display the poster paper on the wall and distribute five index cards to each student.
2. Ask students to find five nouns (common and proper) in their social studies textbook. Have them write one noun on each index card. (VISUAL; KINESTHETIC)

3. When students are finished, have them take turns reading aloud each noun they found and taping the card under the correct heading. (AUDITORY; VISUAL; KINESTHETIC)

Common and Proper Nouns

Objective  The student will recognize common and proper nouns.

Materials
• 10 sentences on a transparency (See samples shown.)
• Transparency marker

1. Display the transparency and have a volunteer read the first sentence aloud. Ask students to say which words are common nouns and which are proper nouns. (AUDITORY; VISUAL)
2. On the transparency, underline each common noun and circle each proper noun in the sentence. (VISUAL)
3. Have volunteers read the remaining sentences and identify the common and proper nouns. Underline the common nouns and circle the proper nouns as students identify them. (VISUAL; AUDITORY)

Answers: Common nouns are underlined. Proper nouns are circled.
Multisensory Grammar Activities continued

Plural Nouns with -es

**Objective** The student will add -s or -es to form plural nouns.

**Materials**
15 large index cards with one noun written on each (See samples shown.), 3 x 5 index cards (2 for each student), pencils

1. Ask students to write s on one index card and es on the other. Remind students that -es is added to nouns ending in s, sh, ch, or x to form the plural. (KINESTHETIC; VISUAL; AUDITORY)

2. Hold up the first noun card and say the word. Ask students if -s or an -es should be added to form the plural. Have students hold up the correct card. (AUDITORY; KINESTHETIC; VISUAL)

3. Ask a volunteer to use the plural noun in a sentence. (AUDITORY)

4. Repeat the steps with the remaining noun cards.

**Answers:**
accidents, ashes, banners, beaches, bushes, figures, foxes, magnets, peaches, squashes, programs, robins, successes, speeches, walruses

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Forming Plurals with Nouns Ending in y

**Objective** The student will form plurals with nouns ending in y.

**Materials**
Pocket chart, list of nouns ending in y (See samples shown.), paper and pencils

1. Spell the noun pony on the pocket chart. Ask students to copy pony on their papers. (VISUAL; KINESTHETIC)

2. Point to the n. Ask students if it is a consonant or a vowel. When they say consonant, drop the y from the chart and add ies. Have students copy ponies on their own papers. (VISUAL; AUDITORY; KINESTHETIC)

3. Repeat with the word guy. Ask if the u is a vowel or consonant. When students say vowel, add just s. Have students copy guys. (VISUAL; AUDITORY; KINESTHETIC)

4. Repeat with other nouns ending in y.

**Answers:**
batteries, discoveries, mysteries, buggies, factories, plays, colonies, keys, properties, dairies, hobbies, stingrays, deliveries, holidays, rubies