Multisensory Grammar Activities

Identify and Classify Adjectives

Objective  The student will identify and classify adjectives.

Materials
• Adjective chart on poster paper (See sample shown.)
• 8 sentences on a transparency (See samples shown.)
• 12 index cards, pencils, tape

1. Display the first sentence on the transparency and read it aloud. (VISUAL; AUDITORY)

2. Ask students to identify the adjective. (Don’t include articles.) Then ask students if the adjective tells what kind or how many. (VISUAL; AUDITORY)

3. Have a volunteer write the adjective on an index card and attach it to the chart under the correct column. (VISUAL; KINESTHETIC)

4. Continue with the remaining sentences.

Adjectives After be

Objective  The student will identify an adjective that follows the word it describes and a form of the verb be.

Materials 9 index cards (See samples shown.)

1. Distribute index cards to students. Say the sentence The frog is slimy. Ask students with the cards that form the sentence to come to the front of the classroom and display their cards, forming a sentence. (VISUAL; KINESTHETIC)

2. Remind students that an adjective can follow the word it describes and that when it does, it usually follows a form of the verb be. (AUDITORY)

3. Ask students to identify the adjective (slimy), the noun it describes (frog), and the verb. (VISUAL; AUDITORY)

4. Repeat the steps with other sentences.

1. Francine saw one spider on the water.
2. Natalie saw a spider in a dark cave.
3. A few large spiders live in trees.
4. Most spiders trap food in sticky webs.
5. Spiders eat some harmful insects.
6. Many spiders run and jump on long legs.
7. A spider can float in the wind using silk strands.
8. The furry tarantula is poisonous.

Answers: Adjectives are underscored.
Multisensory Grammar Activities continued

Using a or an

Objective  The student will use the articles a and an correctly.

Materials
• Pencils and paper
• Chalk

1. Have students select an item from somewhere in the classroom and bring it to their desks. (KINESTHETIC)

2. Ask a volunteer to display and name his or her item. Have the student write the name of the item on the chalkboard and circle the first letter of the word. (VISUAL; AUDITORY; KINESTHETIC)

3. Ask students whether the item name begins with a vowel or consonant sound. Remind students that words beginning with a vowel sound use an. Then have the volunteer write the correct article before the item name. (AUDITORY; VISUAL; KINESTHETIC)

4. Continue until all students have shared their items.

5. Have students choose five items and write a sentence for each one, using the correct article. (VISUAL; KINESTHETIC)

Comparing with good and bad

Objective  The student will use the correct forms of good and bad when making comparisons.

Materials
• Game board (See sample shown.)
• 1 number cube for each pair of students

1. Divide students into pairs. Make a game board and give a copy to each pair.

2. Each student rolls the number cube. The player with the higher number goes first.

3. Students play ticktacktoe with forms of good and bad. Player 1 chooses a square and says a sentence using the word in the square correctly. If the sentence is correct, the player marks the square with an X or an O. If students are undecided about a sentence, have them refer to the pupil edition or ask the teacher. (AUDITORY; VISUAL; KINESTHETIC)

4. Play continues until the one player has marked three squares in a row with X’s or O’s.