Correct Sentences

Objective  The student will begin sentences with capital letters and end them with the correct end marks.

Materials  
• 6 sentences on a transparency  
  (See samples shown.)  
• Pencils and paper

1. Divide students into two teams. Display the transparency. Tell students that the sentences include statements, questions, commands, exclamations, and a run-on sentence.  
   (VISUAL; AUDITORY)

2. Read the sentences aloud.  
   (AUDITORY)

3. Say Start and have each team decide how to write each sentence correctly. Have one person on each team write the sentences correctly on a piece of paper.  
   (AUDITORY; VISUAL; KINESTHETIC)

4. When one team is finished, ask the other team to stop writing. Then review each sentence with students. Each correct sentence is worth one point. The team with more points wins.  
   (AUDITORY; VISUAL)

Answers: 1. Track meets are fun to watch.  
   Do you like them too?  
   2. My favorite event is the high jump.  
   3. Have you ever tried to go over the pole?  
   4. What a wonderful feeling that must be!  
   5. It feels like I'm soaring.  
   6. Teach me how to do it, please.

Names of Places and Things

Objective  The student will capitalize the names of places and things.

Materials  
• Magazines or newspapers that can be cut up  
• Scissors, glue, paper

1. Divide students into groups of three and give each group a magazine or newspaper. 

2. Remind students that the names of particular places and things are always capitalized. Ask each group to write ten short sentences, using the name of a particular place or thing in each sentence.  
   (AUDITORY; KINESTHETIC)

3. Then have each group cut out capital letters from the magazine or newspaper and glue the letters over each capital letter in the sentences.  
   (VISUAL; KINESTHETIC)

4. Display the sentences around the classroom as a visual reminder.  
   (VISUAL)
Multisensory Grammar Activities \textit{continued}

### Commas in a Series

**Objective** The student will use commas to separate items in a series.

**Materials**
- 12 index cards (8 with one of the following words written on each: \textit{eat, sleep, skate, baby-sit, read, study, dance, explore}; 2 with a comma written on each; 1 with the word \textit{and}; and 1 with a period.
- Poster board with the sentence stem \textit{After school I will} written on it

1. Display the poster board. (\textbf{VISUAL})
2. Model completing the sentence orally, using three of the words on the index cards. \textit{After school I will read, baby-sit, and explore}. (\textbf{VISUAL}; \textbf{AUDITORY})
3. Ask a volunteer to choose three index cards and complete the sentence orally, using the words on the cards. (\textbf{AUDITORY})
4. Then have the volunteer form the sentence by taping the index cards, including the comma, \textit{and}, and the period cards in the correct order after the sentence stem. (\textbf{KINESTHETIC}; \textbf{VISUAL})
5. Repeat the activity until each student has had a chance to complete a sentence.

### More Uses for Commas

**Objective** The student will use commas to set off introductory words or phrases in a sentence or nouns in with direct address.

**Materials**
- Colored chalk
- Notebook paper
- Pencils

1. Write the phrases on the chalkboard, and read the first one aloud. (\textbf{AUDITORY}; \textbf{VISUAL})
2. Ask a volunteer to use the first phrase in a short sentence and then write the sentence on the chalkboard using the colored chalk for the comma. (\textbf{AUDITORY}; \textbf{VISUAL}; \textbf{KINESTHETIC})
3. Have the volunteer say the sentence aloud again, pausing at the comma and pointing to it. (\textbf{VISUAL}; \textbf{AUDITORY}; \textbf{KINESTHETIC})
4. Have students write sentences for the remaining phrases on their papers. (\textbf{VISUAL}; \textbf{KINESTHETIC})
5. Invite volunteers to write their sentences on the chalkboard, using the colored chalk for commas. Then have them read their sentences aloud, pausing at each comma and pointing to it. (\textbf{VISUAL}; \textbf{AUDITORY}; \textbf{KINESTHETIC})