Multisensory Grammar Activities

What Is a Pronoun?

**Objective** The student will identify pronouns and classify them as subject, object, or possessive pronouns.

**Materials**
- One-page article from a children’s newspaper or magazine for each pair of students
- Markers
- Pencils

1. Divide students into pairs. Distribute the article to each pair of students. Remind students that a pronoun takes the place of one or more nouns. (Auditory)
2. Have a volunteer locate the first pronoun, say the pronoun aloud, and identify it as a subject, object, or possessive pronoun. Ask students to circle the pronoun with their markers. (Visual; Auditory; Kinesthetic)
3. Then ask students to locate and highlight as many other pronouns in the article as they can. Tell them to refer to pupil book pages 206, 208, and 214 for lists of subject, object, and possessive pronouns. (Visual; Kinesthetic)
4. Have students write each pronoun they highlight on a sheet of paper and identify it as a subject, object, or possessive pronoun. (Visual; Kinesthetic)

**Using I and me**

**Objective** The student will use *I* and *me* correctly in a sentence.

**Materials**
- 8–10 index cards for each student
- Notebook paper

1. Divide students into groups of four.
2. Ask each student to think of a short sentence about him- or herself and another person. The sentence must contain either *(other person) and I* or *(other person) and me.* (Kinesthetic)
3. Have students write each word of their sentences on an index card and then mix up the cards. (Visual; Kinesthetic)
4. Have the members of each group unscramble each other’s cards to form sentences. Have them check that *I* or *me* is used correctly in each sentence by saying the sentence with only *I* or *me* and make any corrections. (Auditory; Visual; Kinesthetic)
5. Have someone in the group write the correct sentences on poster paper. Display the posters around the classroom as a visual reference. (Visual; Kinesthetic)
Multisensory Grammar Activities continued

Contractions

**Objective** The student will write pronoun-verb contractions.

**Materials**
- 7 yellow index cards
- 7 blue index cards
- 25 green index cards

1. Write *I, we, you, he, she, it,* and *they* on seven yellow index cards. Then write *am, are, is, has, had, have,* and *will* on seven blue index cards. Lay all the yellow and blue index cards faceup. *(VISUAL)*

2. Ask a student to choose one pronoun (yellow index card) and one verb (blue index card) that when combined form a contraction. Have the student say the pronoun, the verb, and the contraction. *(AUDITORY; KINESTHETIC)*

3. Have the student write the contraction on a green index card and post it on the Contraction Word Wall. *(VISUAL; KINESTHETIC)*

4. Repeat the procedure until all the contractions that can be made with the word cards have been posted.

Pronouns and Homophones

**Objective** The student will distinguish between homophones.

**Materials**
- Chalkboard
- Paper and pencils for each team

1. Write the three sets of homophones shown on the chalkboard. *(VISUAL)*

2. Divide students into two teams. Remind students that homophones are words that sound alike but have different spellings and meanings. *(AUDITORY)*

3. Ask each team to write seven sentences, using one of the homophones in each sentence. *(KINESTHETIC; VISUAL)*

4. Check that each sentence uses the homophone correctly. Then have each team write the sentences again, leaving a blank line in place of the homophone. *(KINESTHETIC)*

5. Have teams trade papers and complete the sentences. If students are uncertain of the meaning of a homophone, tell them to check page 218 for definitions. *(KINESTHETIC)*