Multisensory Grammar Activities

What Is an Adverb?

Objective  The student will use adverbs to describe verbs.

Materials  
- Chalkboard
- Pencils and paper

1. Ask students to brainstorm action verbs. List at least fifteen verbs on the chalkboard. (AUDITORY; VISUAL)

2. Remind students that an adverb describes a verb. Ask students to look at the adverb chart on page 234 in the pupil book as you read each adverb aloud. (AUDITORY; VISUAL)

3. Ask students to choose one verb and write five sentences, using the same verb and five different adverbs. (KINESTHETIC)

4. Then ask students to choose one adverb and write five sentences, using the same adverb and five different verbs. (KINESTHETIC)

5. Have students draw an arrow from the adverb to the verb in each phrase. (KINESTHETIC)

6. Invite volunteers to share their sentences. (AUDITORY)

Comparing with Adverbs

Objective  The student will use adverbs to make comparisons.

1. In a loud voice, say the sentence I talk loud. (AUDITORY)

2. Ask a volunteer to come to the front of the room. Say [Volunteer's name] talks louder than I do. Ask the volunteer to act out talking louder. (AUDITORY; VISUAL; KINESTHETIC)

3. Ask another volunteer to come to the front of the room. Say [Volunteer's name] talks loudest of all. Ask the volunteer to act out talking loudest. (AUDITORY; VISUAL; KINESTHETIC)

4. Divide students into groups of three. Ask each group to choose an action verb and an adverb for making a comparison. Have each person in the group say a sentence and act out the comparisons for the class. For example, a group may choose swim fast. The first student would say I swim fast as he or she pantomimes swimming. The second student would say I swim faster and pantomime swimming with faster strokes. The third student would say I swim fastest as he or she pantomimes swimming with the fastest strokes of the three. (AUDITORY; VISUAL; KINESTHETIC)

<table>
<thead>
<tr>
<th>One Action</th>
<th>Two Actions</th>
<th>Three or More Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>swim fast</td>
<td>swim faster</td>
<td>swim fastest</td>
</tr>
<tr>
<td>dance</td>
<td>dance more</td>
<td>dance most</td>
</tr>
<tr>
<td>gracefully</td>
<td>gracefully</td>
<td></td>
</tr>
</tbody>
</table>

Grade 4  Unit 7: Adverbs and Prepositions
Multisensory Grammar Activities  

**Using good and well**

**Objective** The student will use *good* with nouns and *well* with verbs.

**Materials**
- 2 index cards for each student
- List of nouns and verbs

1. Distribute two index cards to each student. Have students write *good* on one card and *well* on the other card. (**KINESTHETIC**)

2. Have students stand in a row at the back of the classroom facing the front. Tell students that each time they hear a noun they should hold up the *good* card. Each time they hear a verb, they should hold up the *well* card. If they hold up the correct card, they can take one step forward. (**AUDITORY**)

3. Say the word *lesson* and ask students to hold up the card that can describe *lesson*. Tell students who are holding the *good* card to take a step forward. Have a volunteer say a sentence, using the phrase *good lesson*. (**VISUAL; AUDITORY; KINESTHETIC**)

4. Repeat with various nouns and verbs. The first student to reach the front wall wins.

**Negatives**

**Objective** The student will use negatives correctly.

**Materials**
- 5 sentences on a blackline master
  (See samples shown.)
- 1 highlighter for each student

1. Make a copy of the blackline master for each student. Write the first sentence on the chalkboard as you read it aloud. Circle *can’t* and *nowhere*, and remind students that there should be only one negative in a sentence. Model rewriting the sentence correctly. (*I can’t go anywhere until my mom comes home.* or *I can go nowhere until my mom comes home.*) (**VISUAL; AUDITORY**)

3. Ask students to circle each negative in the remaining sentences.

4. On the bottom half of the blackline master, have students write the sentences correctly. (**VISUAL; KINESTHETIC**)

**Answers:**
2. No one ever goes there.
3. There won’t be any milk left. or There will be no milk left.
4. I could not find anything to do. or I could find nothing to do.
5. Didn’t anybody make your lunch? or Did nobody make your lunch?