Multisensory Grammar Activities

Commas

Objective  The student will use commas after introductory words, phrases, and clauses; with interrupters; and with nouns of direct address.

Materials
3 index cards numbered 1, 2, and 3; paper; pencils; highlighters

1. Write the three comma categories and examples on the chalkboard as shown.
2. Place the index cards with the numbers facedown, and ask a volunteer to choose one. Have the volunteer write a sentence on the chalkboard that illustrates the category (1, 2, or 3) indicated on the index card they chose. Have him or her say the sentence aloud, pausing and pointing to the comma(s). (KINESTHETIC; AUDITORY; VISUAL)
3. Have all students write down the sentence, highlighting the comma(s) and labeling the item set off as an introductory word, phrase, or clause; an interrupter; or a noun(s) of direct address. (KINESTHETIC; VISUAL)
4. Repeat the steps until all students have had a chance to write a sentence. (KINESTHETIC; AUDITORY; VISUAL)

More Uses for Commas

Objective  The student will use commas with appositives, with items in a series, and in compound sentences.

Materials
Notebook paper, pencils, highlighters and 6 sentence strips per student

1. Write the three comma categories and examples on the chalkboard as shown. Say the sentences aloud. (AUDITORY; VISUAL)
2. Ask students to write a sentence on each sentence strip. Tell them they show two examples of each comma category. (KINESTHETIC; VISUAL)
3. Gather the strips. Have a volunteer choose a sentence strip, read it, and tape it beside the correct category. Ask the class to check that the commas and the category are correct. Continue until all the sentences have been placed correctly. (KINESTHETIC; AUDITORY; VISUAL)