

# Multisensory Grammar Activities

## Adjectives That Tell How Things Taste and Smell

**Objective** The child will brainstorm and use adjectives that describe how popcorn tastes and smells.

### Materials

- Unpopped popcorn
- Paper cup for each child

1. Pop popcorn in class. Ask children to brainstorm words that describe how the popcorn smells.
2. Write the adjectives on the chalkboard, saying each word as you write it. **(VISUAL; AUDITORY)**
3. Have a volunteer say a complete sentence, using one of the adjectives. **(AUDITORY)**

|       |         |
|-------|---------|
| fresh | salty   |
| burnt | crunchy |

4. Have the class repeat the sentence. Then write the sentence on the chalkboard. Ask the volunteer to circle the adjective in the sentence. **(AUDITORY; VISUAL; KINESTHETIC)**
5. Repeat the process, using other adjectives that describe how the popcorn smells.
6. Give a cupful of popcorn to each child to eat. **(KINESTHETIC)**
7. Repeat steps 2–6 with adjectives that describe how the popcorn tastes. **(VISUAL; AUDITORY; KINESTHETIC)**

## Adjectives That Tell How Things Feel and Sound

**Objective** The child will brainstorm and use adjectives that describe how things sound or feel.

### Materials

- 5 small paper bags with the following textured items in each: felt, rocks, nails, clay, uncooked beans
- Tape recorder
- Tapes containing different sounds or music

1. Divide the class into groups of five.
2. Give each group a small bag containing the items listed above.
3. Ask the children to pull out the beans first. Have them pass the beans around the group so each child can feel them. **(KINESTHETIC)**
4. Then have children brainstorm words that could be used to describe the beans. Write the adjectives on the board under the heading *Feel*. **(AUDITORY; VISUAL)**

| Feel   | Sound    |
|--------|----------|
| bumpy  | soft     |
| hard   | tapping  |
| sticky | loud     |
|        | screechy |
|        | banging  |

5. Follow same steps for the remaining textured items. **(KINESTHETIC; AUDITORY; VISUAL)**
6. Then play a tape of sounds or music for the class. **(AUDITORY)**
7. Have children brainstorm words used to describe the different sounds. Write the adjectives under the heading *Sound*. **(AUDITORY; VISUAL)**

## Multisensory Grammar Activities *continued*

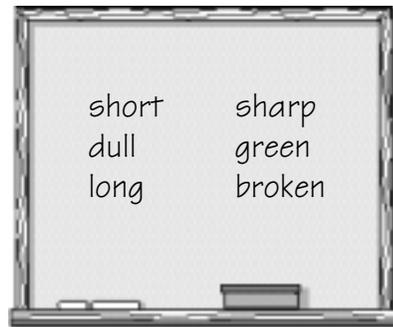
### Adjectives That Tell How Things Look

**Objective** The child will use adjectives that tell how pencils look.

#### Materials

6 pencils: short, sharp, dull, green, long, broken; paper

1. Display the pencils and ask a volunteer to give you “the” pencil. **(AUDITORY)**
2. When the child hesitates, ask why it was so difficult to follow your directions. **(AUDITORY)**
3. Ask children to brainstorm words that would have made it easier to know which pencil to pick. **(AUDITORY)**
4. Make a list of adjectives on the chalkboard that describe the pencils. **(VISUAL)**
5. Ask children to draw a pencil and write a sentence, using an adjective to describe the pencil. **(VISUAL; KINESTHETIC)**



### Adjectives with *-er* and *-est*

**Objective** The child will add *-er* or *-est* to adjectives to compare nouns.

#### Materials

- index cards (1 white and 1 yellow for each child)
- 3 rectangles drawn on separate sheets of paper (They should be the same width but different heights.)

1. Distribute the index cards.
2. Ask children to write *er* on the left side of the white index card and *est* on the left side of the yellow card. Remind children of the rules for using *-er* and *-est*.
3. Tape the three drawings to the chalkboard. Place them in a row a few inches apart with the tallest rectangle on the left and the shortest on the right. Write the word *short* under each one.
4. Point to the first drawing and say *This box is short.* **(VISUAL; AUDITORY)**
5. Point to the second drawing, and ask children to hold up the index card that tells how to compare the second box with the first box. Have a volunteer tape an *er* card next to *short* under the second drawing. **(AUDITORY; VISUAL; KINESTHETIC)**
6. Point to the third drawing, and ask children to hold up the card that tells how to compare the third box with the other two. Have a volunteer tape an *est* card next to *short* under the third drawing. **(AUDITORY; VISUAL; KINESTHETIC)**
7. Repeat the steps with drawings and adjectives that show other relationships, such as *long*, *longer*, *longest*.

