

# Multisensory Grammar Activities

## Identify and Classify Adjectives

**Objective** The student will identify and classify adjectives.

### Materials

- Adjective chart on poster paper (See sample shown.)
- 8 sentences on a transparency (See samples shown.)
- 12 index cards, pencils, tape

1. Display the first sentence on the transparency and read it aloud. (**VISUAL; AUDITORY**)
2. Ask students to identify the adjective. (Don't include articles.) Then ask students if the adjective tells what kind or how many. (**VISUAL; AUDITORY**)
3. Have a volunteer write the adjective on an index card and attach it to the chart under the correct column. (**VISUAL; KINESTHETIC**)
4. Continue with the remaining sentences.

1. Francine saw one spider on the water.
2. Natalie saw a spider in a dark cave.
3. A few large spiders live in trees.
4. Most spiders trap food in sticky webs.
5. Spiders eat some harmful insects.
6. Many spiders run and jump on long legs.
7. A spider can float in the wind using silk strands.
8. The furry tarantula is poisonous.

**Answers:** Adjectives are underscored.

ADJECTIVES	
What Kind?	How Many?
	one

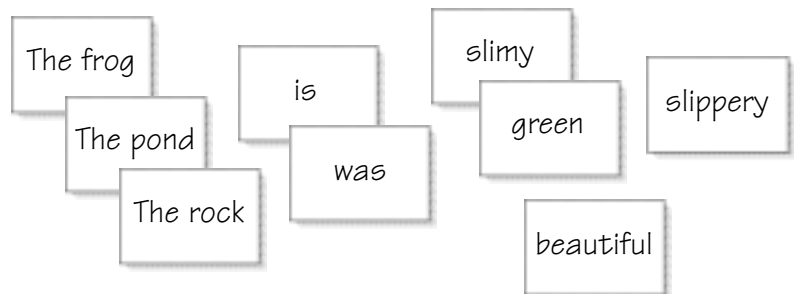
## Adjectives After *be*

**Objective** The student will identify an adjective that follows the word it describes and a form of the verb *be*.

### Materials

9 index cards (See samples shown.)

1. Distribute index cards to students. Say the sentence *The frog is slimy*. Ask students with the cards that form the sentence to come to the front of the classroom and display their cards, forming a sentence. (**VISUAL; KINESTHETIC**)
2. Remind students that an adjective can follow the word it describes and that



when it does, it usually follows a form of the verb *be*. (**AUDITORY**)

3. Ask students to identify the adjective (*slimy*), the noun it describes (*frog*), and the verb. (**VISUAL; AUDITORY**)
4. Repeat the steps with other sentences.

## Multisensory Grammar Activities *continued*

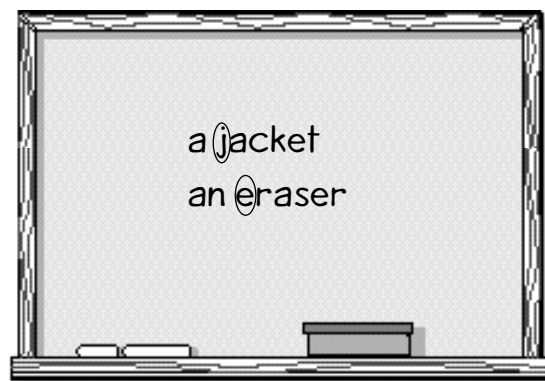
### Using *a* or *an*

**Objective** The student will use the articles *a* and *an* correctly.

**Materials**

- Pencils and paper
- Chalk

1. Have students select an item from somewhere in the classroom and bring it to their desks. (KINESTHETIC)
2. Ask a volunteer to display and name his or her item. Have the student write the name of the item on the chalkboard and circle the first letter of the word. (VISUAL; AUDITORY; KINESTHETIC)
3. Ask students whether the item name begins with a vowel or consonant sound. Remind students that words beginning with a vowel sound use *an*. Then have the volunteer write the correct article before the item name. (AUDITORY; VISUAL; KINESTHETIC)



4. Continue until all students have shared their items.
5. Have students choose five items and write a sentence for each one, using the correct article. (VISUAL; KINESTHETIC)

### Comparing with *good* and *bad*

**Objective** The student will use the correct forms of *good* and *bad* when making comparisons.

**Materials**

- Game board (See sample shown.)
- 1 number cube for each pair of students

1. Divide students into pairs. Make a game board and give a copy to each pair.
2. Each student rolls the number cube. The player with the higher number goes first.
3. Students play ticktacktoe with forms of *good* and *bad*. Player 1 chooses a square and says a sentence using the word in the square correctly. If the sentence is correct, the player marks the square with an

good	better	best
bad	worse	worst
better	worse	best

X or an O. If students are undecided about a sentence, have them refer to the pupil edition or ask the teacher. (AUDITORY; VISUAL; KINESTHETIC)

4. Play continues until the one player has marked three squares in a row with X's or O's.