

# 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)**

One Action	Two Actions	Three or More Actions
swim fast	swim faster	swim fastest
dance gracefully	dance more gracefully	dance most gracefully

## Multisensory Grammar Activities *continued*

### 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.

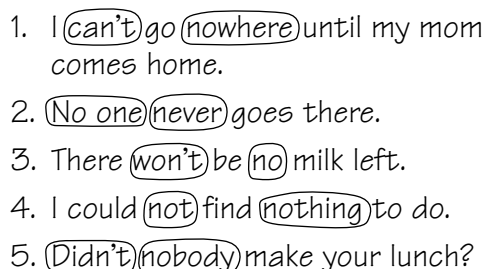
### Negatives

**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)**

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1. I (can't) go (nowhere) until my mom comes home.
  2. (No one) (never) goes there.
  3. There (won't) be (no) milk left.
  4. I could (not) find (nothing) to do.
  5. (Didn't) (nobody) make your lunch?

**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?