

Multisensory Grammar Activities

Using *I* and *Me*

Objective The student will use the pronouns *I* and *me* correctly.

Materials

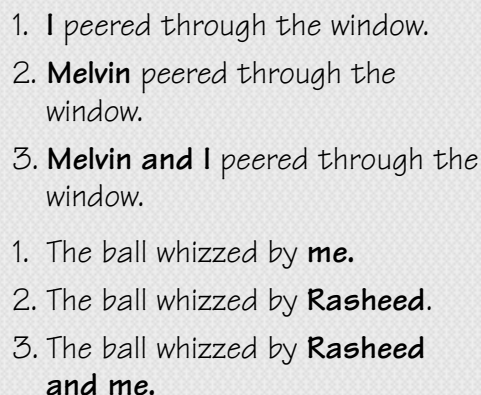
2 index cards per student, pencils, chalk

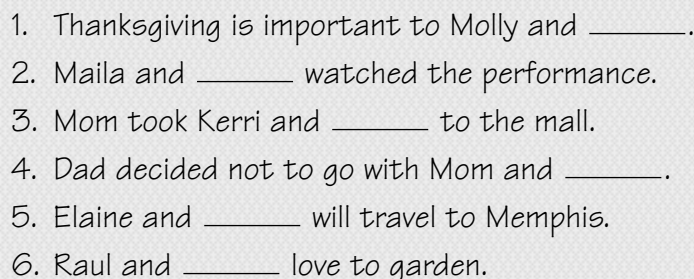
1. Discuss the rules for using *I* and *me*. On the chalkboard, write a sentence using the pronoun *I*. Replace the pronoun with a proper noun (*Melvin*). Write the sentence a third time using both the pronoun and the noun in a compound subject. (AUDITORY; VISUAL)

2. Then write a sentence using the pronoun *me*. Replace the pronoun with a proper noun (*Rasheed*). Write the sentence a third time using the pronoun and noun in a compound object. (AUDITORY; VISUAL)

3. Distribute two index cards to each student. Ask students to write *I* on one card and *me* on the other card. (KINESTHETIC; VISUAL)

4. On the chalkboard, write one of the six sentences shown. Ask students to hold up the pronoun card that correctly completes the sentence. Repeat with the remaining sentences. (KINESTHETIC; VISUAL)

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1. I peered through the window.
 2. Melvin peered through the window.
 3. Melvin and I peered through the window.
 1. The ball whizzed by me.
 2. The ball whizzed by Rasheed.
 3. The ball whizzed by Rasheed and me.

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1. Thanksgiving is important to Molly and _____.
 2. Maila and _____ watched the performance.
 3. Mom took Kerri and _____ to the mall.
 4. Dad decided not to go with Mom and _____.
 5. Elaine and _____ will travel to Memphis.
 6. Raul and _____ love to garden.

Answers: 1. me 2. I 3. me 4. me 5. I 6. I

Possessive Pronouns

Objective The student will replace possessive nouns with possessive pronouns.

Materials

Yellow highlighters, notebook paper, pencils

1. Write *Possessive Pronouns* and *Possessive Nouns* on the chalkboard. Under *Possessive Pronouns* list *his, her, hers, its, our,*

ours, their, theirs. Under *Possessive Nouns* list *Robert's, children's, glass's, Melinda's, September's, houses'.* (VISUAL)

2. Have students read the words aloud. (AUDITORY; VISUAL)
3. Ask a student to say aloud a sentence that includes a possessive proper noun. (AUDITORY)

Ideas for Multisensory Grammar Activities *continued*

- Write the sentence on the board, underlining the possessive proper noun.
(*Jack's homework is done.*) (VISUAL)
- Erase the possessive proper noun from the sentence and replace it with a possessive pronoun. Say the sentence aloud, emphasizing the possessive pronoun. (*His homework is done.*) (VISUAL; AUDITORY)
- Have students work in pairs and use all of the possessive nouns on the chalkboard in sentences (six sentences in all). Then have them exchange papers with another pair and replace the possessive nouns with possessive pronouns. (VISUAL; KINESTHETIC; AUDITORY)

Contractions with Pronouns

Objective The student will combine two words to form a contraction.

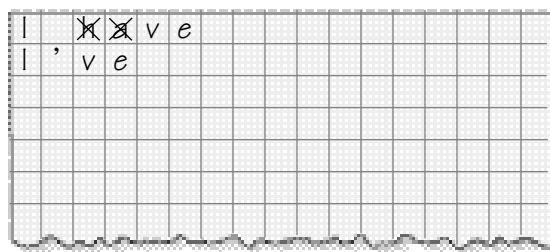
Materials

Graph paper, list of pronouns and verbs and their contractions, pencils

- On the chalkboard, a transparency, or a blackline master, list pronouns and verbs and their contractions. (See samples shown.) (VISUAL)
- Give each student a sheet of graph paper. Ask a student to read the first pronoun and verb aloud. (*I have*) (AUDITORY; VISUAL)
- Have students copy the words *I have* onto the graph paper, one letter per square, including the space leaving a space between words. (VISUAL; KINESTHETIC)
- Have them count aloud the number of squares used to make the words. (*six*) (VISUAL; KINESTHETIC; AUDITORY)
- Tell students to look at the contraction for *I have* on the board and cross out on their graph paper the letters that are dropped when the contraction is formed. (*h* and *a*). (VISUAL; AUDITORY; KINESTHETIC)
- Tell students to write the contraction *I've* under the words *I have*, using the square under the blank space for the apostrophe, as shown. (VISUAL; KINESTHETIC)

I have	I've
I am	I'm
it is	it's
he has	he's
they are	they're
we will	we'll
they would	they'd
you had	you'd

- Have them count aloud the number of squares used for the contraction. (*four*) (VISUAL; AUDITORY)



- Have students work with a partner and repeat steps 3–7 for the remaining words and their contractions. (VISUAL; AUDITORY; KINESTHETIC)