

Multisensory Grammar Activities

Main Verbs and Helping Verbs

Objective The student will identify main verbs and helping verbs in sentences.

Materials

Worksheet and transparency showing sentences containing helping verbs (See samples shown.); transparency marker; bright-colored marking pens

1. Distribute a copy of the worksheet to each student, and display the transparency. Remind students that verbs are often used with helping verbs to form a verb phrase. Ask a volunteer to read the first sentence aloud and to identify the two verbs that form the verb phrase. (*am walking*) (**AUDITORY; VISUAL**)
2. Underline the verb phrase on the transparency, and have students underline it on their worksheets. (**KINESTHETIC**)
3. Tell students that the verb in a verb phrase that shows action is the *main verb*. Ask students which verb in this verb phrase

1. I am walking to the store.

2. Laura had made a list.

shows action. (*walking*) Write an *M* on the transparency over *walking*, and have students do the same on their worksheets. (**AUDITORY; VISUAL; KINESTHETIC**)

4. Tell students that once they have identified the main verb in a verb phrase, they know that any other verb in the phrase is a helping verb. Ask students which verb in this verb phrase is a helping verb. (*am*) Write an *H* on the transparency over *am*, and have students do the same on their worksheets. (**AUDITORY; VISUAL; KINESTHETIC**)
5. Repeat the procedure for the second sentence.

Linking Verbs

Objective The student will use linking verbs to connect the subject of a sentence with a word in the predicate.

Materials

Sets of index cards with linking verbs as shown: *am*, *appear(s)*, *are*, *feel(s)*, *is*, *look(s)*, *seem(s)*, *smell(s)*, *taste(s)*, *was*, *were*, *will be*; notebook paper; pencils

1. Divide students into small groups and appoint a leader and a recorder for each group. Give the leader a set of index cards. Review with students how to distinguish a linking verb from an action verb or a helping verb.

am

appear(s)

are

Ian feels dizzy.

2. Have students create sentences using the linking verbs. (**VISUAL; KINESTHETIC; AUDITORY**)
3. When the group has finished, have the recorder write the sentences on the chalkboard. (**VISUAL; KINESTHETIC**)
4. Then have volunteers underline the linking verbs and draw arrows to show which words in the subject and predicate each linking verb links. (**VISUAL; KINESTHETIC**)

Ideas for Multisensory Grammar Activities *continued*

Present, Past, and Future Verbs

Objective The student will write sentences using present, past, and future tense verbs.

Materials

Notebook paper and pencils, chalk

1. Write the headings *Present*, *Past*, and *Future* on the chalkboard. **(VISUAL)**
2. Say the sentence *Today the students play*. Write it on the chalkboard under the heading *Present*. **(VISUAL; AUDITORY)**
3. Ask a volunteer to underline the simple subject and circle the simple predicate (*students*, *play*). **(VISUAL; KINESTHETIC; AUDITORY)**
4. Say and write the sentence *Yesterday the students played*. Then say and write the sentence *Tomorrow the students will play*. **(VISUAL; KINESTHETIC; AUDITORY)**

Present	Past	Future
Today the students play.	Yesterday the students played.	Tomorrow the students will play.

5. Ask a volunteer to underline each simple subject and circle each simple predicate. (*students*, *played*; *students*, *will play*) **(VISUAL; KINESTHETIC; AUDITORY)**
6. Under each sentence above, write the following cloze sentence: *The coach _____ the games*. Ask a volunteer to write the correct form of the verb *watch* in each blank. (*watches*, *watched*, *will watch*) and say each sentence aloud. **(VISUAL; KINESTHETIC; AUDITORY)**
7. Repeat step six with other cloze sentences and regular verbs.

Subject-Verb Agreement

Objective The student will write present tense verbs that agree with their subjects.

Materials

Prepared transparency of sentences (See samples shown.); transparency marker; pencils and notebook paper

1. Say and display the first sentence. *My father _____ at an office. (work)* **(VISUAL; AUDITORY)**
2. Ask a volunteer to identify the simple subject (*father*). Ask the volunteer whether the noun *father* is singular or plural. (*singular*) Have the volunteer write a large *S* above *father*. **(VISUAL; AUDITORY; KINESTHETIC)**
3. Have the volunteer complete the sentence using the correct present-tense form of the verb (*works*). **(VISUAL; AUDITORY; KINESTHETIC)**

1. My father _____ at an office. (work)
2. Mrs. Cate _____ English. (study)
3. We _____ about careers. (think)
4. Harry _____ teaching. (discuss)
5. I _____ for college. (save)
6. He _____ in hard work. (believe)

Answers: 1. works 2. studies 3. think
4. discusses 5. save 6. believes

4. Have students copy the remaining sentences onto paper and mark each simple subject as singular or plural (*S* or a *P*). Have them complete the sentence with the correct form of the verb. **(VISUAL; KINESTHETIC)**
5. Invite volunteers to read their sentences aloud to check for accuracy. **(AUDITORY)**