

# Multisensory Grammar Activities

## Adverbs

**Objective** The student will identify and use adverbs that tell *how*, *when*, and *where*.

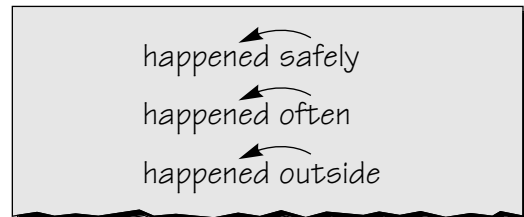
### Materials

White and blue chalk; blue marker, pen, or pencil; notebook paper

1. On the chalkboard, list adverbs that tell *how*, *when*, and *where*. (See chart.)
2. Ask students to name additional adverbs. Add them to the chart. Then ask students to copy the chart into a notebook.  
(VISUAL; KINESTHETIC)

Adverbs		
How	When	Where
safely	often	outside
well	suddenly	nowhere

3. On the chalkboard, write three phrases using the same verb and a different adverb. Draw a blue arrow from each adverb to the verb it describes. (VISUAL)



4. Ask students to write on their papers five phrases using the same verb and a different adverb. (KINESTHETIC)
5. Invite volunteers to share their phrases with the group. Display the phrases.  
(AUDITORY; VISUAL)

## Negatives

**Objective** The student will identify and correct double negatives.

### Materials

Prepared worksheet for each student showing sentences with double negatives (see sample), pencils

1. Write the first sentence twice on the board and ask a student to read it aloud.  
(VISUAL; AUDITORY)
2. Have the student circle the words in the sentences that are negative (*don't*, *nothing*) and write the letter *N* above each one. (VISUAL; AUDITORY; KINESTHETIC)
3. Ask the student to cross out *don't* in the first sentence and *nothing* in the second sentence. (VISUAL; KINESTHETIC)
4. Point out that the first sentence is now correct. Have the student read it aloud.

1. They *don't* need nothing.
2. Didn't nobody hear me?
3. I haven't never played hockey.
4. There isn't no cereal left.
5. We aren't going nowhere.

Then ask what word could replace *nothing* to correct the second sentence. (*anything*) Have the student make the correction and read the sentence aloud.  
(AUDITORY; VISUAL; KINESTHETIC)

5. On their worksheets, have students circle both negatives in each sentence, and then write two corrected versions of the sentence.

## Ideas for Multisensory Grammar Activities *continued*

### Prepositional Phrases

**Objective** The student will identify prepositions and their objects.

#### Materials

- Prepared overhead transparency and worksheets with sentences containing prepositional phrases (See sample shown. Leave space between sentences. Do not add underlining and initials.)
- Red, blue, and black transparency marker; red, blue, and black pencils for each student

1. Display the transparency, and pass out the worksheets. Ask a volunteer to read the first sentence aloud. **(VISUAL; AUDITORY)**
2. Ask the volunteer which word in the sentence is a preposition. (*across*) Write a red *P* above *across*, and have students do the same on their worksheets. **(VISUAL; AUDITORY; KINESTHETIC)**
3. Remind students that a preposition is always followed by an object, and that an object is always a noun or pronoun. Ask the volunteer which word in the sentence is the object of the preposition. (*pool*) Write a blue *O* above *pool*, and have students do the same. **(VISUAL; AUDITORY; KINESTHETIC)**
4. Remind students that a prepositional phrase begins with a preposition and

1. Joe tossed the beach ball  
across the pool.
2. Our old house in Texas had a big  
yard.
3. Near the tree, a squirrel  
gathered nuts.
4. That movie about skydivers is  
terrific!
5. The tourists traveled by car and  
train.
6. The package on the table arrived  
today.

ends with its object. Ask the volunteer to read aloud the entire prepositional phrase. (*across the pool*) Underline the phrase in black, and have students do the same. **(VISUAL; AUDITORY; KINESTHETIC)**

5. Repeat steps 1–4 with the remaining sentences. (For sentence 5, remind students that a preposition can have more than one object.)