Multisensory Grammar – Online

You will need:

- Manual
- This handout
- Pen or pencil for note taking
- Colored pencils or crayons: red, yellow, orange, green, blue, purple, and brown.

Lesson 1: Nouns and Pronouns

Nouns
(follow along with the introduction in your manual)

Nouns name:

Nouns are color-coded:

Noun Word Wall

Noun Bingo
Lesson I, Activity E (manual)

Bingo Card Generator
https://www.neuhaus.org/educators/consumables - Word Bingo
**Verbs**  
(follow along with the introduction in your manual)  
Verbs show:

Verbs are color-coded:

**Reinforcing Nouns and Verbs**  
Name nouns and verbs represented in picture (sample picture available at end of handout).

**Sentences**

Dogs bark.

Geese migrate.

A complete sentence expresses a complete thought.  
A complete sentence has:

The _____________ part tells who or what the sentence is about.  The _____________ part tells what the _____________ is doing.

**Sentence Activity**

Students practice building two-word complete sentences.

(These charts are available at the end of handout.)
Lesson 2: Noun Markers and Adjectives

**Noun Markers**
(follow along with the introduction in your manual)
The three noun markers or articles are:

- 
- 
- 

Noun Markers are color-coded:

**Coding Sentences**

Cats roam.

An athlete trains.

The bell rang.

**Noun Types**
(follow along with the introduction in your manual)
The noun before the verb is the:

The noun after the verb is the:

The dog chews a bone.

The subject of the sentence contains all the words that tell who or what the sentence is about.
The predicate tells us what the subject does or did.
**Coding Sentences**

The coach called the play.

An artist created a sculpture.

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**Adjectives**

(follow along with the introduction in your manual)

Adjectives answer the questions:

- 
- 
- 

Adjectives are color-coded:

**Adjective Word Wall**

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**Adjective Bingo**

Lesson V, Activity H (manual)
**Coding Sentences**

A musical group performed

The engineers designed a new car.

The school team played a great game.

____________________________________________________________

It’s important that our students know words are not “born” as parts of speech. Which part of speech it is depends on how the word is used in a sentence.

Proper Nouns are found in Lesson VI of your manual.

**Lesson 3: Prepositions, Pronouns, and Linking Verbs**

(follow along with the introduction in your manual)

**Prepositions**

Prepositions show

Prepositions are color-coded

(Preppy and his tree are found in the back of your manual.)
**Coding Sentences**

The conscientious teacher hurried to the meeting.

The energetic runners ran around the dusty track.

**Pronouns**

A Pronoun

Pronouns are color-coded

Possessive pronouns such as *his*, *hers*, *ours*, *theirs* function as adjectives and will be color-coded blue.

**Objective and Subjective Case**

Worksheet 27 (manual)

Him and me played a game.
**Linking Verbs**

The man is a dentist

Linking verbs connect:

**Conjugating Verbs**

Worksheet 32

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I __________</td>
<td>I __________</td>
<td>I __________</td>
</tr>
<tr>
<td>You __________</td>
<td>You __________</td>
<td>You __________</td>
</tr>
<tr>
<td>He, She, or It __________</td>
<td>He, She, or It __________</td>
<td>He, She, or It __________</td>
</tr>
<tr>
<td>We __________</td>
<td>We __________</td>
<td>We __________</td>
</tr>
<tr>
<td>You __________</td>
<td>You __________</td>
<td>You __________</td>
</tr>
<tr>
<td>They __________</td>
<td>They __________</td>
<td>They __________</td>
</tr>
</tbody>
</table>

**Lesson 4: Adverbs, Conjunctions, Clauses, and Interjections**

**Adverbs**

(follow along with the introduction in your manual)

Adverbs tell:

Adverbs are color-coded:

Adjectives describe nouns, Adverbs describe:
Adverb Word Wall

![Adverb Word Wall]

Adverb Bingo
Lesson XI, Activity G

Coding Adverbs
The dogs barked loudly.

Yesterday the dentist cleaned my teeth.

The birds flew south.

Sentence Pattern Card 16
Orange Purple - Subject is understood

Sentence Pattern Card 22
(write a sentence matching the pattern)

Conjunctions
Conjunctions join words or parts of sentences together.

Conjunctions are color-coded:
**Coordinating Conjunctions**

Coordinating Conjunctions join:

FANBOYS

*Sentence Pattern Card 23*

(write a sentence matching the pattern)

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**Subordinating Conjunctions**

Subordinating Conjunctions join:

**Vocabulary**

Dependent Clause:

Simple Sentence:

Compound Sentence:

Complex Sentence:
Interjections
Interjections show:

Interjections are not color-coded because:

Lesson 5: Writing and Reinforcement Activities

Diamante

noun
adjective adjective
verb+ing verb+ing verb+ing
noun noun noun noun
verb+ing verb+ing verb+ing
adjective adjective
noun
Cinquain

noun
  adjective  adjective
  verb  verb  verb
  verb  preposition  noun  marker  noun
  adverb
**Color-coding + Editing**

1. Begin sentences with a variety of colors.
2. Use a variety of sentence patterns.
3. Vary the beginning of sentences so that the simple subject and predicate are not within the first two to four words.

**Painless Paragraph Writing**

1. Students fold a piece of notebook paper into four columns and label the columns.
2. Students view a picture prompt.
3. Students list the most important noun, what the subject of the picture is. Students then start again at the top of the picture and continue listing nouns. They should list about 10 nouns.
4. Next students write interesting verbs that go with each noun.
5. Then students list two unusual adjectives for each.
6. Once students have finished their charts, they use their charts to write sentences. They use the words across the columns. Usually, they add an article and a direct object or a prepositional phrase.
7. Students choose their favorite six sentences to edit.
8. Students edit the sentences.
9. Students then write the remaining sentences in paragraph form and add a concluding or clarifying sentence.
**Sentence Dictation**

Used throughout to reinforce parts of speech

1. Students have squares of colored paper or foam.
2. Teacher dictates a sentence.
3. Students repeat the sentence and arrange the colored squares in the order that matches the sentence.

**Line-Up**

**Presto Change-O**

**Round Robin**
Grammar Poem

Now that our grammar session is done,
Did you find the parts of speech more fun?

Nouns name a person, place or thing
Such as student, classroom, watch, or ring.

Verbs show action or state of being
Such as is, are, running, jumping, seeing.

There are three noun markers you often see
Those three noun markers are a, an, and the.

Adjectives tell what kind, how many, or which one
Such as blue, pretty, first, sixteen, or some.

Prepositions tell where Preppie might be
Such as up, down, in, or around the tree.

Adverbs answer how, when, or where
Such as carefully, now, never, or there.

Conjunctions join things together
Such as boys and girls, clear or stormy weather.

In our session today, you learned to teach
Those very important parts of speech.

Reading Teachers Network
http://www.readingteachersnetwork.org
BOOKS FOR INTRODUCING AND REINFORCING
PARTS OF SPEECH

NOUNS:
A Mink, a Fink, a Skating Rink: What is a Noun?
by Brian P. Cleary ISBN 1-57505-402-7
Animalia
by Graeme Base ISBN 0-8109-1868-4
Merry-Go-Round
by Ruth Heller ISBN 0-448-40315-3
A Cache of Jewels
by Ruth Heller ISBN 0-448-40451-6
Add your favorite picture dictionaries and/or picture word books.

VERBS:
To Root, to Toot, to Parachute: What is a Verb?
by Brian P. Cleary ISBN 1-57505-403-5
Helping
In the Diner
by Christine Loomis ISBN 0-590-29290-0
Mice Squeak, We Speak
by Tomie DePaola ISBN 0-399-23202-8
What Dogs Do
Kites Sail High
by Ruth Heller ISBN 0-448-40452-4
Worms Wiggle
How to Make Pop-Ups
by Joan Irvine ISBN 0-688-07902-4
ADJECTIVES:

_Hairy, Scary, Ordinary: What is an Adjective?_
by Brian P. Cleary ISBN 1-57505-401-9

_Feely Bugs_

_How Many Bugs in a Box_

_More Bugs in Boxes_
by David A. Carter ISBN 0-671-69577-0

_Many Luscious Lollipops_
by Ruth Heller ISBN 0-448-40316-1

PREPOSITIONS:

_Rosie’s Walk_

_Music Is in the Air_

_Behind the Mask_
by Ruth Heller ISBN 0-448-41123-7

PRONOUNS:

_Mine, All Mine_
by Ruth Heller ISBN 0-448-41606-9

ADVERBS:

_Up, Up and Away_

ALL PARTS OF SPEECH:

_The Amazing Pop-up Grammar Book_
by Jenny Maizels and Kate Petty ISBN 0-525-45580-9

Additional Materials

Colored Foam Squares
Region 13 ESC
www.esc13store.net (go to General Education > ELA)
$30 per package
(each package contains enough squares to form sets for 25-30 students)