

A MULTISENSORY APPROACH

Multisensory Strategies Incorporate the Visual, Auditory,
and Kinesthetic/Tactile Pathways to the Brain

Multisensory Toolkit Ideas:

- mirrors
- paper cups
- letter tiles
- markers and/or highlighters
- sandpaper or other textured surfaces
- household/classroom objects
- scissors
- rubber bands
- commonly used/sight word cards
- letter or pattern flashcards
- phonics based stories
- sand trays, plates of rice, or bags filled with colored hair gel
- small objects (paperclips, plastic chips, change, etc.)

**Be creative and keep in mind the three learning pathways
(visual, auditory, kinesthetic/tactile) in every activity you do!**

1. Use mirrors to give student a visual of what their mouths are doing when forming sounds.
2. Have students watch your mouth when forming sounds and words.
3. Have student repeat sounds/words before writing.
4. Have students “finger count” the sounds of words before spelling.
5. Drop an object (paperclips, plastic chips, change, etc.) into paper cups to signify each separate sound.
6. Set up three paper cups, tell students a three letter word, show them a letter tile and have them determine if the tile goes into the first cup, middle cup or last cup.
7. Tell students specific sounds and have them find the corresponding letter tile to build up words. Have student blend sounds together to determine word.
8. Have students trace letters using a marker, highlighter or their finger while saying the sound out loud.
9. Have students write letters in a sand tray, plate of rice, or bag filled with colored hair gel while saying the sound out loud.
10. Have students form a letter with their finger on their desktop, sandpaper, or other textured surfaces while saying the sound out loud.



11. Show students a letter or pattern flashcard and have them tell you the sound.
12. Tell students a sound, have them repeat the sound, and then write the letter or pattern.
13. Give students 8-10 common household/classroom objects and have them sort by **initial** sounds.
14. Give students 8-10 common household/classroom objects and have them sort by **final** sounds.
15. Give students 8-10 common household/classroom objects and have them alphabetize them.
16. Alphabetize students in the classroom.
17. Have students use a scissors to physically cut out syllable/word divisions.
18. Have students use rubber bands to show syllable/word stress.
19. Use hand gestures to show syllable/word stress.
20. Give students a set of commonly used sight word cards and have them form sentences by arranging the cards either on their own or by dictation.
21. Use the word cards to change statements into questions or questions into statements.
22. Give students 3 to 5 word cards, at least one with a differing initial sound and have them separate by **initial** sound.
23. Give students 3 to 5 word cards, at least one from a different word family and have student separate by **word family**.
24. Write words on a piece of paper, give to individual students and have them come to the front of the room while other students help direct them into correct sentence form.
25. Create hand gestures for common classroom directions and use in combination with the word. For example: Look, listen, write, read, etc.
26. Give students stories that focus on key sounds and have students trace the target sounds with a marker or highlighter.

