



# Familiarization with the word, sentence, verbal composition of the sentence

## Part 2

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Methods of work on the  
formation of ideas about  
the word-subject,  
word- action, word -sign




Children begin to get acquainted with the term "word" in the middle group in the process of communication, when performing various speech exercises for teaching sound pronunciation, enriching the dictionary.

## Game "Train"


Toys are placed in different places in the room (teddy bear, Chipolino, doll, Bunny, fox, matryoshka). The names of the toys are the names of the stations where the train stops. The station is announced by the driver. The role of the driver is taken by an adult, and the children, standing behind the driver, take on the role of passengers.

The driver gives a signal, and the train sets off, simulating the sound of wheels, a whistle. At the station (near the toy), the train stops, and the driver announces it: "Bunny station", the next station is Chipolino, etc.




After the train has made a full circle, the game is repeated. Adult and children change roles. Then the toys are placed on the table. Children are asked to name toys.

They draw their attention to the fact that, having named the toy, the child said the word (“You named the toy, said the word fox. Now say this word loudly, affectionately”).



The idea of the word is fixed in a variety of vocabulary exercises, word formation exercises.

At the same time, they help to draw the child's attention to the semantic side of the word (the word denotes an object, sign, action).



In the wording of the tasks for the exercises, the teacher uses the word: “Choose a word that is close in meaning to the word joyful.

Say a word that is opposite in meaning to the word sad, etc.