



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

Part 4

Bylino Marina




**Methods of work on
the formation of ideas
about the verbal
composition of the
sentence.**




In the first lessons, children are shown that they can say different sentences about any toy (Doll sits. Doll lies. Doll eats breakfast). The sentences are repeated by the children.

Then they make their own sentences about the toys. One of the sentences is said by the teacher with pauses after each word.



Children at this time count how many words, what is the first word, what is the second word. Similar work is done with other 2-3 word sentences.

As a result, children form the idea that you can say sentences about each subject, that sentences consist of words. Thus, the primary orientation in the analysis of a sentence is formed.



From the beginning it is useful to use diagrams. The children are explained that a sentence can be drawn (written down) to find out how many words are in it.

The teacher draws lines on the board according to the number of words in the sentence being analyzed and says: "One line represents one word. Here are three lines, which means there are three words in the sentence. The first word is not marked with a simple line, but with a line with an angle and a period at the end of the sentence".


Other kinds of modeling

Each word can be represented by a square, a strip, a counting stick.

It is useful to have sets of cards with diagrams of different sentences.

Children use these sets when analyzing and composing sentences.

Schemes-models provide substantive support in the formation of the skill of speech analysis, they are a means of forming generalized ideas about the structure of a sentence.



In the future children learn to make and analyze sentences from a different number of words, to name words sequentially and in order, to correlate with the scheme.

Children can take sentences from familiar fairy tales, make up sentences from object and subject pictures, series of pictures.

The following techniques are used throughout the training period:

- clear pronunciation of words with a pause;
- saying the words under the claps (by the teacher, by individual children, by the whole group);
- sequential naming of words in a sentence;
- counting words in a sentence on the fingers, with the help of counting sticks; in loud speech, silently;
- different variations of the game "Living Words";
- Spelling of words in chunks;
- pronunciation of words in rows;
- whispered sentence analysis;
- composing sentences from a different number of words; composing sentences with a given word;
- composing sentences from a "living sketch" (Sasha fishes. Sasha is a fisherman),
- jumping rope, tapping on a drum or tambourine as many times as there are words in a sentence.