

Montessori Primary

MONTESSORI PRIMARY

Language Development 7



Addla Montessori

Sentence Analysis (Part 3)

We have already started Sentence Analysis but I realised I was running ahead of myself. So we are taking a step forward so we can realise exactly the reason why and the function of this work.

Sentence Analysis is also called Logical Analysis. Word study focused on analysing and understanding the individual word. With sentence analysis we are focusing on a group of words mostly and only occasionally on an individual word. We'll be looking at what a group of words does in a sentence.

It is important to remember what our primary purpose in the Primary School classroom is: to increase clarity in verbal and written expression- to help the child think clearly. (This is the sensitive period of reasoning.)

Remember that how to do this work is not as important as the child developing clarity of language and how to use it.

Analysis in Greek means 'resolving into parts' and that is what this work is all about. We are separating a sentence into its logical part. We are working on the syntax and as we do everything comes together.

In English syntax (the structure or arrangement of words and phrases to create well-formed sentences) is necessary for clarity and understanding- this is because the English language does not have inflection (the nouns in English only have vestiges of inflection with plural forms and pronouns, French and Spanish for example have more inflection). This means we must spend time studying not just the Parts of Speech but also sentence structure.

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Part 1 and 2: Identifying the 3 most important parts of the sentence:

The Action (The Predicate)

The Subject (Who or What did the action?)

The Object (To Whom or What was the action done?)

Things to note:

Work from simple to complex sentences.

Try and work within the parts of speech the child has covered. This is how the work done with parts of speech comes full circle and comes together.

Don't come to class with pre - prepared sentences all the time. Have a few, but most of the work should be done with sentences the children have come up with themselves. This makes the work interesting for the children.

If they come up with sentences with parts of speech that are yet to be covered, that is alright, simply let them know that you will deal with that later. It keeps the interest and curiosity alive.

This work is an exploration of the language, get the children analysing, asking questions and exploring.

Here is the Sequence of Work to be done:

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1. Introduce the first box (arrows with questions)
2. Work in stages with the Analysis Charts
3. Introduce the Second Box (arrows without questions)
4. Work with Charts with Principal Clauses
5. Subordinate Clause Box
6. Work with subordinate Clause Charts.

The Material:



Box 1

Box 2

Box 1: A set of unprinted arrows and circles, to be used for initial sentence analysis exercises. There is also another box with printed arrows and circles.

From my personal observation I think these 2 boxes have now been merged together. So you will find in Box 1 printed and unprinted arrows and circles. (Nienhuis usually provides this in two boxes with Box 2 in our picture as Box 3.)



Box 1 (2) and Chart

We have already worked through the Presentation of the material above in Part 1 and 2. Except that we concentrated on the use of the charts rather than with the arrows and circles. The concept and presentation is the same, with the box material you get more hands on manipulation and the children love this.

Introducing the Indirect Object

Materials:

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Chart 2a The labelled circles are joined by parallel lines as found in 1c but in addition there is a still smaller black circle joined to the verb by parallel lines, between these lines are the words, (**To Whom? For Whom? To What? For What?**)

There is also a vertical line drawn after the first circle and the two headings **Subject** and **Predicate** are introduced.

Chart 2b this has the same circles, parallel lines and questions, but the last, smallest circle is now labelled **Indirect Object**.

Chart 2c has the same labelled circles joined by parallel lines, but the questions are now omitted.

Presentation:

Ask the child to read a sentence e.g.

The Baker bakes bread for the customer.

Have the child find the verb in the sentence, **bakes**, underline it, cut it out and place that word on the 'Verb' circle: asks the question

Who is it that bakes?

Answer: **The Baker**. Ask the child to put those words on the Subject circle.

Ask: The Baker bakes what?

Answer: **Bread**. Ask the child to place this on the Direct object circle.

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Now point to the new questions: The child should say The Baker bakes bread... to whom?...to what? ...for whom?... for what?

Answer: **for the customer.** The child should put the word customer on the last circle.

Lots of practice is needed with this simple kind of sentence before sentences where the preposition is not expressed and the indirect object precedes the direct object.eg.

Ade gave the boy a book.

Here are some advanced sentences that should only be used when the child has truly grasped this concept

Omitting the direct Object: Jenny danced for her Granny

Using the imperative: Sing me a song.

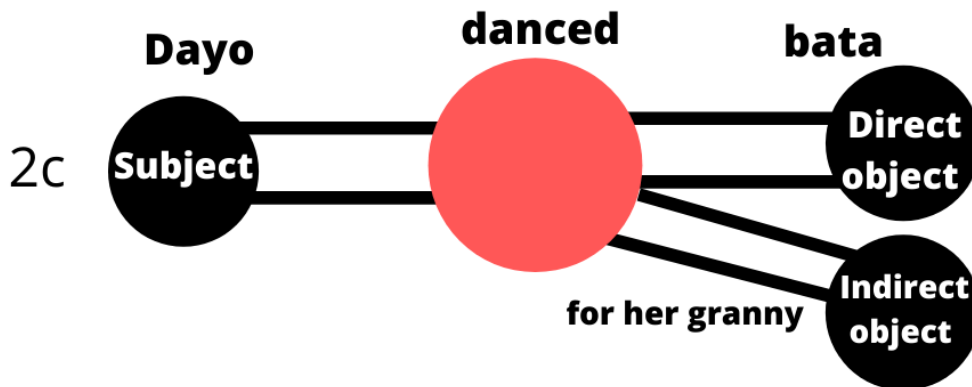
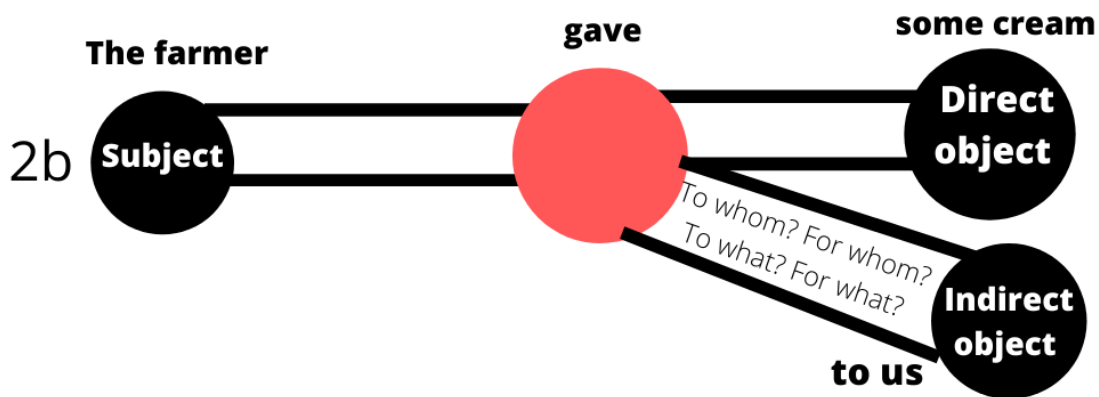
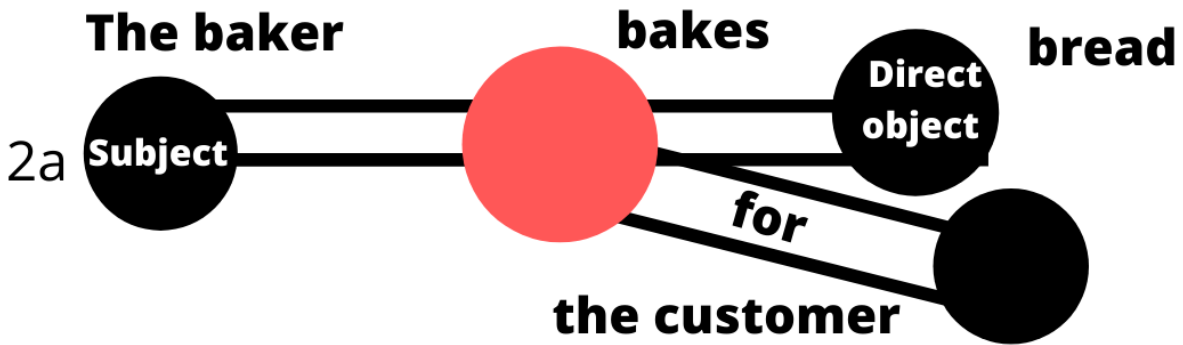
Giving a long subject: The kind little boy carried the heavy basket for his mother

Double subject, double object or double indirect object: Ayo and his brothers made a big paper boat for their baby sister and their cousin.

This will help the child to understand that sometimes it is a whole group of words that go into one circle, even including the verb circle: I am **going shopping** for my brother.

Once the child understands the process introduce Chart 2b and then practice with 2c.

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Here are some examples of Sentence Strips for Chart 2:

The girl gave an apple to the man.

Mother made a birthday cake for Sam.

Mary dance for granny.

Sing me a song.

The kind little boy carried the heavy basket for his grand-mother.

Sarah and her brothers made a sand-castle and moat for their baby sister and their cousin.



Box 2 (Nienhuis 3)

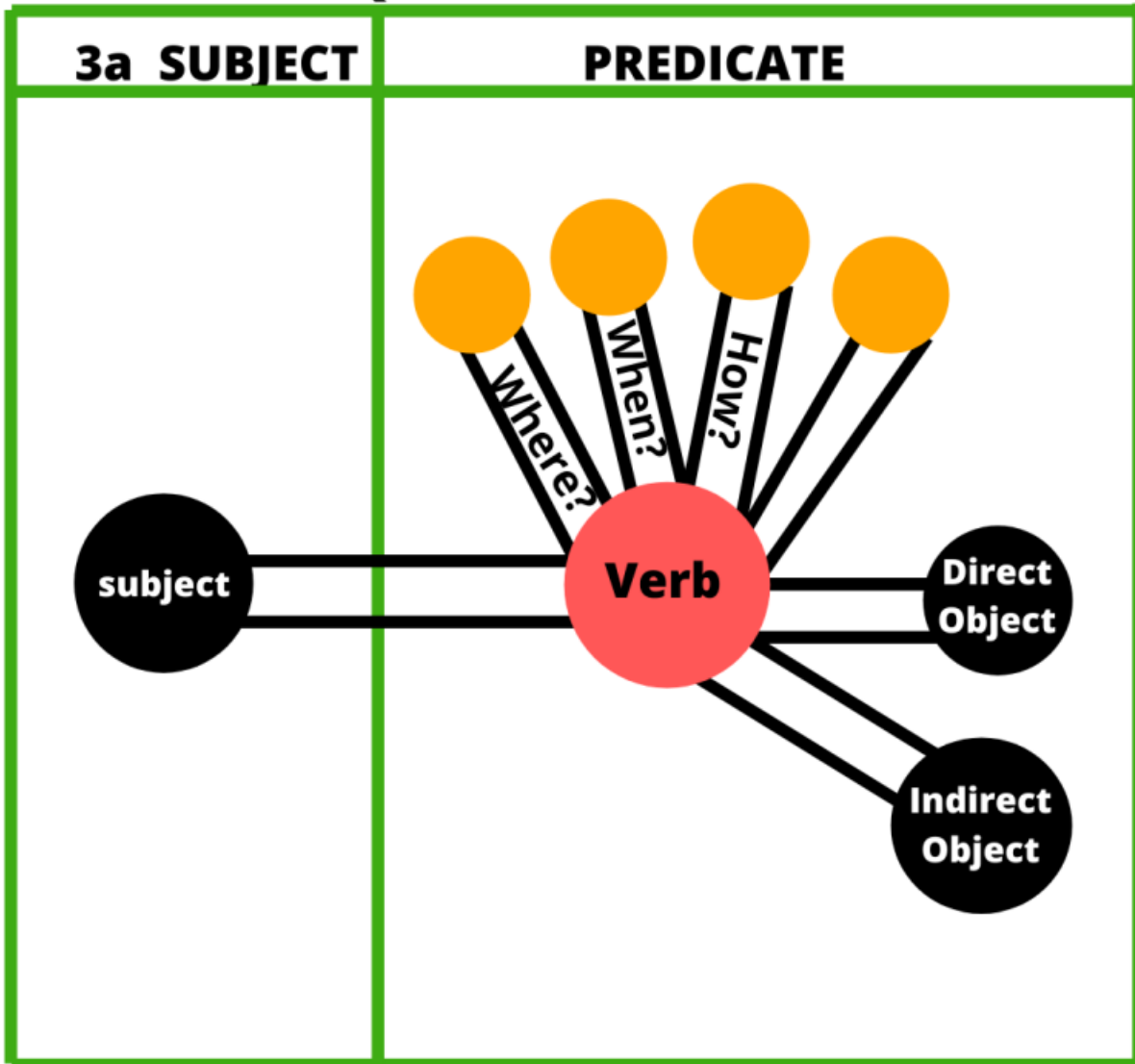
Introducing Adverbial Qualifications:

Materials:

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Same as Chart 2c with the addition of four orange arms to the verb circle. Each arm ends in a very small circle with a question contained in each arm: Where? When? Why? How?

ADVERBIAL QUALIFICATIONS



Presentation:

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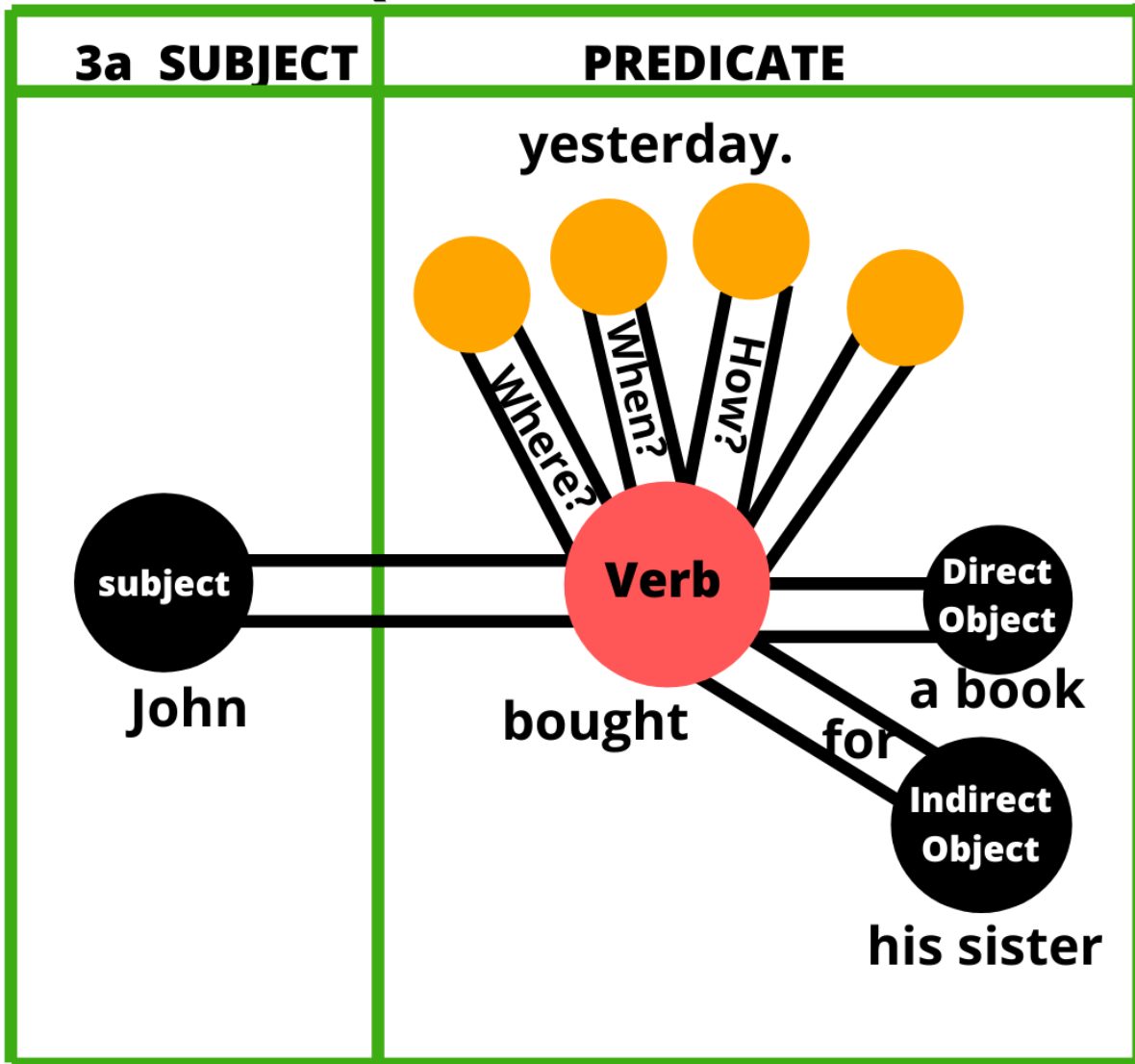
The child will analyse the sentence as shown previously, finding the adverbs or adverbial phrases to place at the end of the orange arm, across the small circle e.g.

The angry man did not laugh.

Did and laugh = verbs

Not = orange circle at the end with no questions at the arm. The questions leads to adverbs of time (when?), place (where?) and manner (how?) and the blank arm to adverbs like not twice or therefore which do not fit into which do not fit.

ADVERBIAL QUALIFICATIONS



Example of sentence strips for Chart 3a

Yesterday Sarah bought an Easter egg for her sister

She wrapped the present in some coloured paper.

The girl gave us apples immediately.

Introducing Adjectival Qualifications

Materials:

The chart is similar to Chart 2 with Black Subject, Direct Object and Indirect Object with the Red verb. This is where the similarity ends though, as each black circle has 2 parallel arms stretching outwards asking the same questions:

Which?

How many? How much?

What kind of?

Blue circles are at the end of each arm, these are demonstrative adjectives, and include: adjectives of quantity and adjectives of quality, and adjective phrases.

Possessive adjectives are a subdivision of demonstratives, to represent these you may add a fourth arm labelled:

Whose?

Presentation:

The child will analyse the sentence as shown previously, putting groups of words on each circle

e.g

That busy little boy has finished ten sums.

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has finished = Verb

The questions would be: Who is it that has finished?

Answer: The busy little boy has finished.

Next question: That busy little boy has finished what?

That busy little boy has finished ten sums.

This process is done in steps: So in the first step the words: **The busy little boy** is on the Subject circle. **Has finished** is on the Verb circle and **ten sums** is on the direct object circle.

Now ask the child to look at the group of words on the subject circle, and ask: **Which do you think is the most important subject word?**

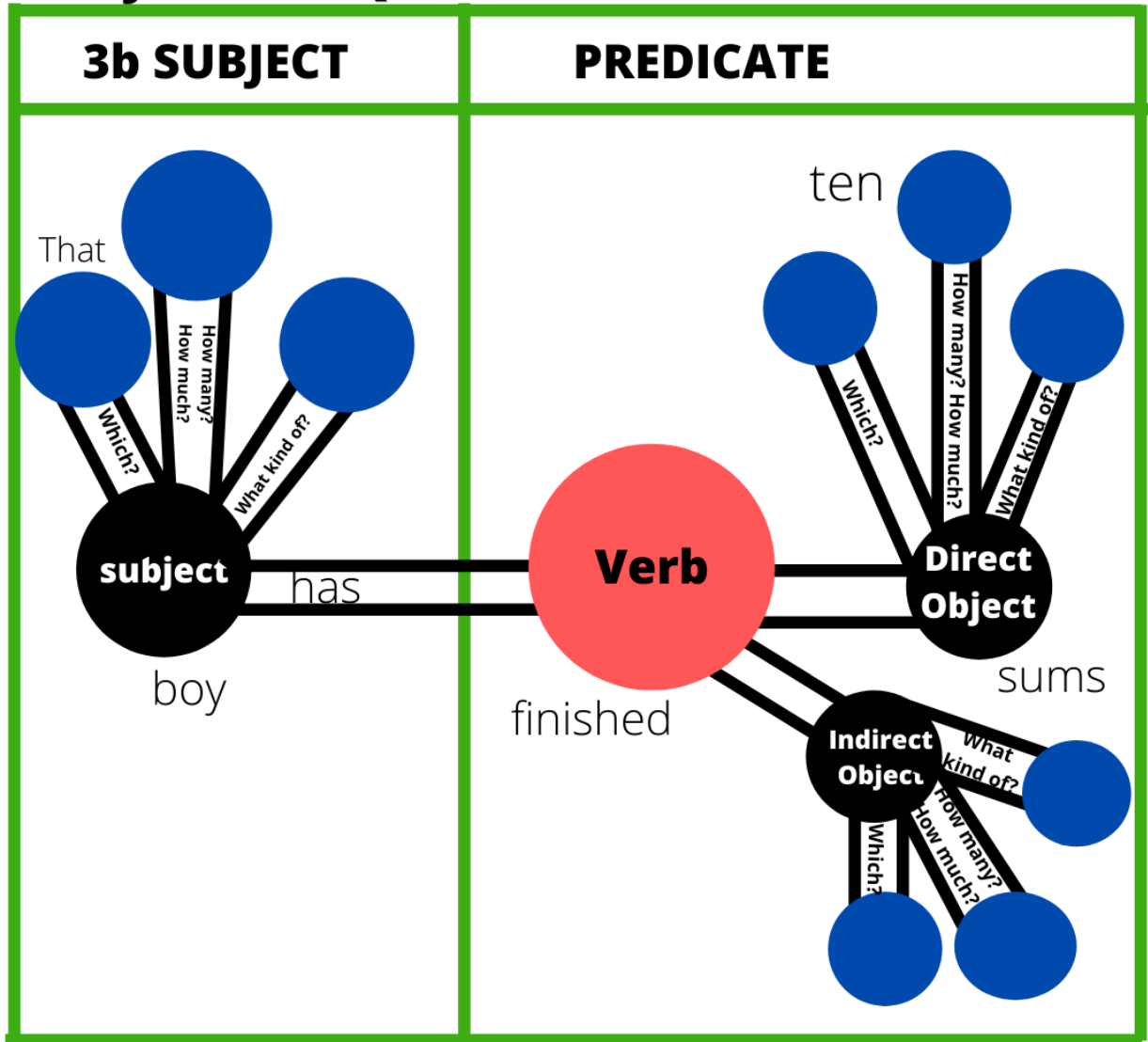
Answer: **boy**

Now together you can decide where the other words should go: **That** answers the question: **Which boy?**

busy and **little** answers the question **what kind of boy?**

Continue the same way with the words on the direct object circle: **ten** answers the question: **how many?**

ADJECTIVAL QUALIFICATIONS



Example of sentence strips for Chart 3b

The man with the white hair carried a strong stick.

That happy old lady gave the children six old stamps.

Introducing Noun attributes, Nouns in Apposition

Materials:

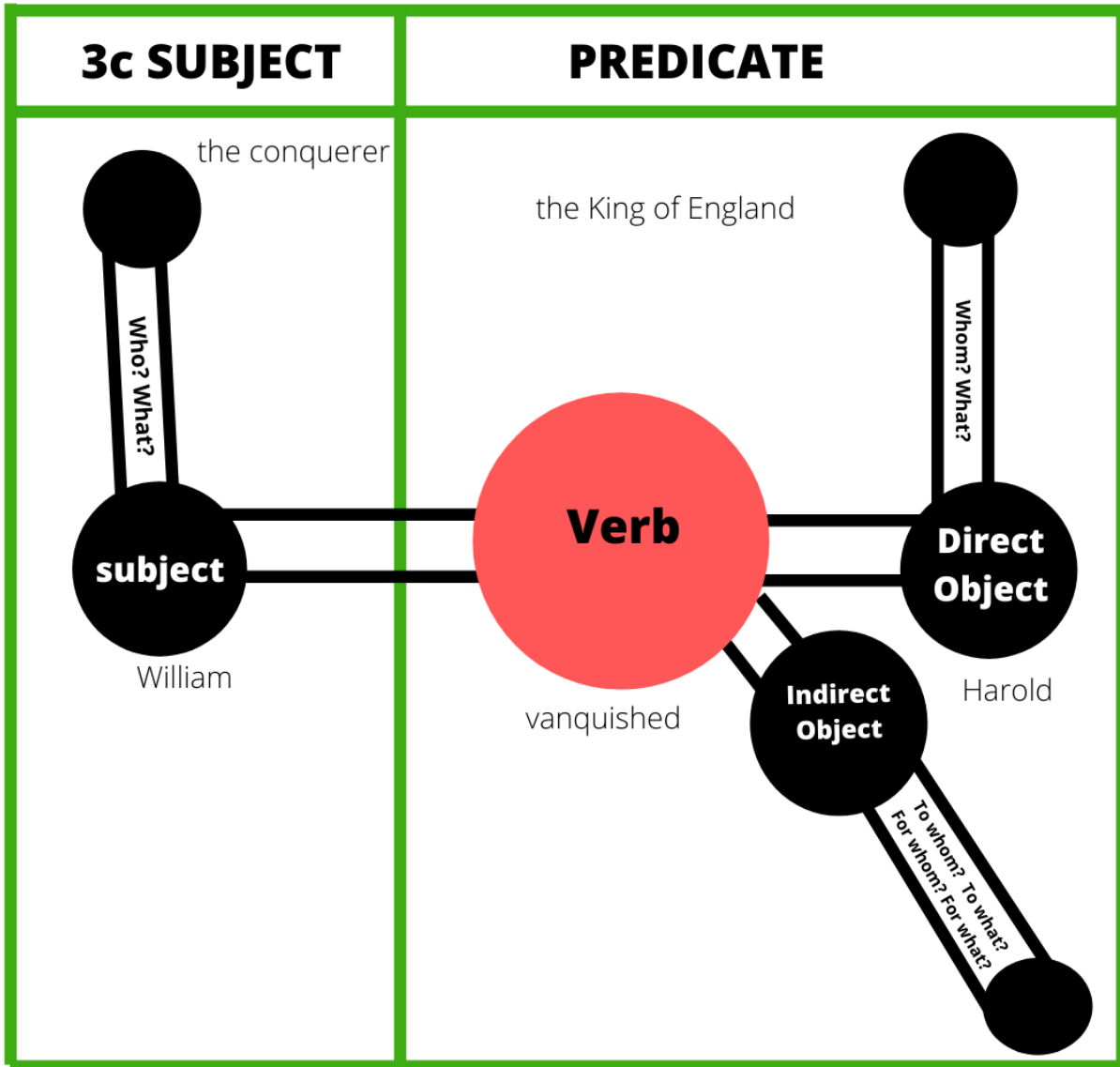
Same as in Chart 2c, except that there is an additional black arm ending in a smaller black circle, with the same questions the child now knows from memory:

From the Subject circle the questions are: Who? What?

From the Direct Object circle the questions are: Whom? What?

From the Indirect Object circle the questions are: To whom? To what? For whom? For what?

Noun Attributes, Nouns In Apposition



Presentation:

Give the child a suitable sentence strip e.g.

William the Conqueror vanquished Harold, the, the king of England.

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Help the child to divide the sentence, showing that it has the same meaning whether we say

William vanquished Harold.

Or

The Conqueror vanquished Harold.

Or

He vanquished Harold.

Or

He vanquished the King of England.

The child needs to decide what the main subject word is William, the direct object is Harold

and then see that the King of England and the conqueror belong to the noun arms.

Get the child to analyse many other similar sentences.

(In order not to confuse the children it is important to only use sentences with adverbs with chart 3 a only. Adjectives are different and can be uses with the charts 3 a b and c, but not adverbs, only on Chart 3 a for now.)

Examples of sentence strips for chart 3 c

Mrs Ola , the school cook, makes excellent dumplings.

Give Miss Esther, the teacher, the paint brushes.

Mrs. Adeola, the headmistress, opened the door.

Maria, the youngest in the class, has three older brothers, Chuks, Chinedu and Chichi.

Introducing the Complement

Materials:

Chart 3d The Complement

Similar to **Chart 2c** with the addition of two parallel lines, leading directly down to a small circle which is half blue and half black, marked **Complement**. The questions within the parallel lines are **Who? What?**

Presentation:

Explain that the complement completes the verb and usually follows the verb **to be**.

Now help the child to place the words correctly: e.g.

That man is my father.

Verb: **is**

Who is? **That man is?**

Who is that man? **My father.**

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Get the child to analyse many sentences, with the complement completing and intransitive verb e.g.

The poor old woman became very tired.

The white cat is deaf.

The children felt happy.

And then move on to sentences with the complements completing the transitive verb e.g.

The carpenter made the old chair steady.

The boy pushed the window open.

The police took him to jail.

Explain to the child that the words 'became very tired', 'is tired', 'felt happy' are verb phrases. They are made up of a verb of incomplete predication (to be, to become, to feel etc.) plus the complement (a noun or an adjective.

Ask the child to think of one word which could take the place of the verb phrase. E.g.

The poor old man **wearied**.

The children **rejoiced**.

The police **imprisoned** him.

When this has been understood you can push the complement back on to the verb circle, now the circle will have the verb phrase displayed on it (became very tired, made steady) It will not be necessary to have the complement arm on future charts. Whenever the child is in doubt, she can take out the chart 3d again and practise with it.

The Complement

