

*Montessori Primary*

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Language Development 8



*Adda Montessori*

## Sentence Analysis (Part 4)

In this section we shall be looking at the later part of the work the children do in sentence analysis.

### Composite Chart for simple sentences

The child who has had plenty of practise with all the foregoing charts and sentences chosen specially for each chart will now be able to analyse any simple sentence. (That is, sentences with only one infinitive verb.)

## Example of sentence strips for chart 4

Ade, the youngest in the family, plays the piano quite well.

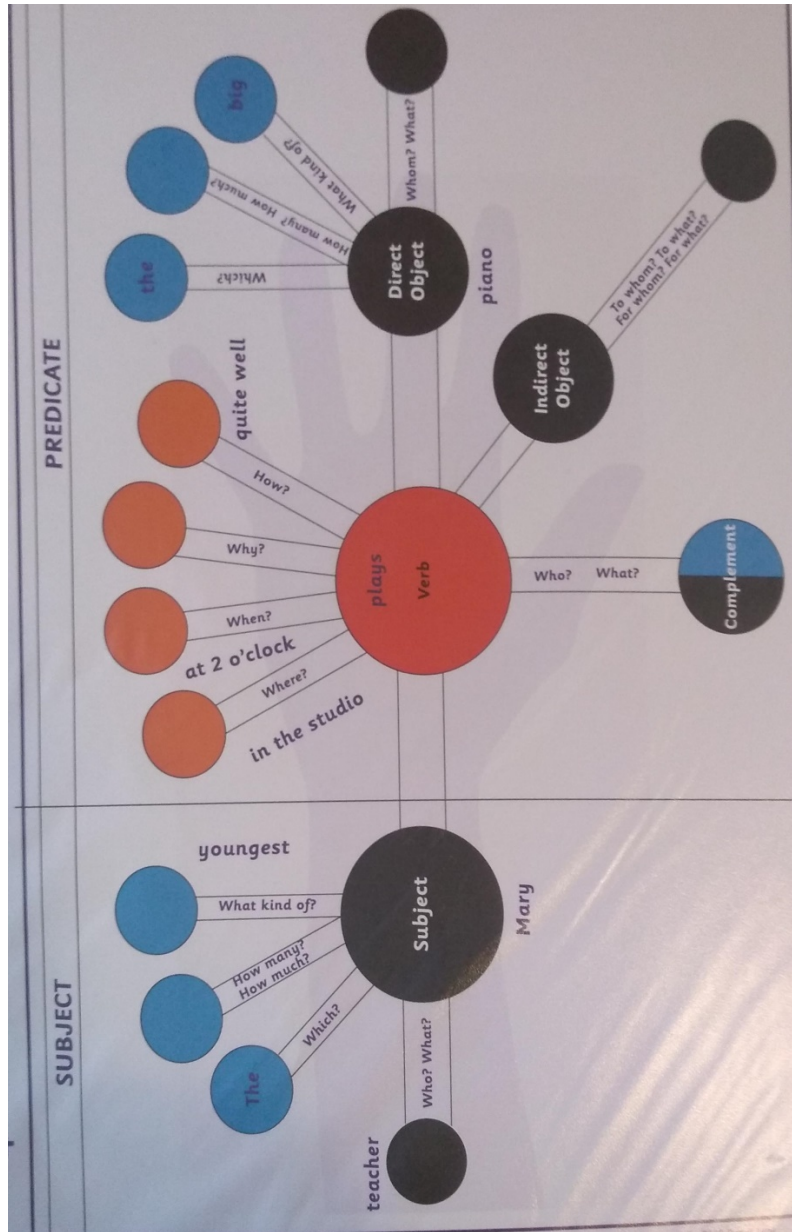
In the afternoon, the boys from the Nursery class bake little cakes for their mothers.

The ostrich, a flightless bird, sometimes buries its head in the sand.

Ali, the oldest in the family, plays the piano quite well.

Chinedu, a nervous little boy, sang the song very clearly.

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## **Analysing sentences in the children's books**

All the previous experience helps the child to understand thoroughly, the logic of analysing simple sentences. They will then be ready to write exercises in their books, in whatever format is preferred.

Sample 1 can serve as a control chart:

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<b>Subject</b>		<b>Predicate</b>				
<b>Subject</b>	<b>Attribute</b>	<b>Verb</b>	<b>Adverbial Qualification</b>	<b>Object</b>	<b>Attributes</b>	<b>Indirect object</b>
<b>Who?</b>	<b>What kind of?</b>	<b>The word which makes a statement</b>	<b>How?</b>	<b>Whom?</b>	<b>What kind of?</b>	<b>To whom?</b>
<b>What?</b>	<b>How many?</b>		<b>When?</b>	<b>What?</b>	<b>How many?</b>	<b>To what?</b>
	<b>How Much?</b>		<b>Where?</b>		<b>How much?</b>	
	<b>Which?</b>		<b>Why?</b>		<b>Which?</b>	

Sample 2 can serve as a template for the entries in the child's book

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**Subject**

**Predicate**

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**Subject**

**Attribute**

**Verb**

**Adverbial**

**Object**

**Attributes**

**Indirect  
object**

**Attribute**

**Qualification**

---

**Who?**

**What  
kind of?**

**What?**

**How  
many?**

**How  
Much?**

**Which?**

## Introduction to Clause Analysis

### Material:

Chart 5 similar to Chart 4 except that it has eight orange arms instead of four with the questions:

When?

Where?

Why, for what reason?

Why, for what purpose?

In spite of what?

On what condition?

With what result?

The questions on the blue and black arms stay the same.

## Objectives:

To introduce clause analysis

To aid composition of sentences.

To help the child to enlarge their ideas and to set them out clearly and logically.

To develop a sense of style by experimenting with the balance of different parts of a sentence.

## Presentation

Write a short sentence ( for example a sentence about what happened in the morning or the day before.) Ask the child to analyse the sentence on the chart, and then add to it by asking the questions on the blue and orange arms. Write the child's answers on pieces of paper to be placed at the end of the arms e.g. For the blue arms:

Original sentence: Mum painted the wall.

Which Mum?: my Mum

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What kind of Mum is she? Strong, creative, artistic

Which wall? My bedroom

How many walls? One wall

What kind of wall? Old and worn central wall

The sentence now reads:

My strong, creative and artistic Mum painted my old and worn central bedroom wall

Now ask the questions on the orange arms:

When? Yesterday when she came back from work

Where? In the bedroom

How? With yellow, green and orange paint

For what reason? Because I did not like my old, worn wall

With what result? So my room could look lovely again.

Did Mum make any condition before she painted the wall? On condition I helped her.

Did you do it in spite of anything? In spite of the birthday party I was looking forward to attend.

Now build up the sentence together using the necessary joining words

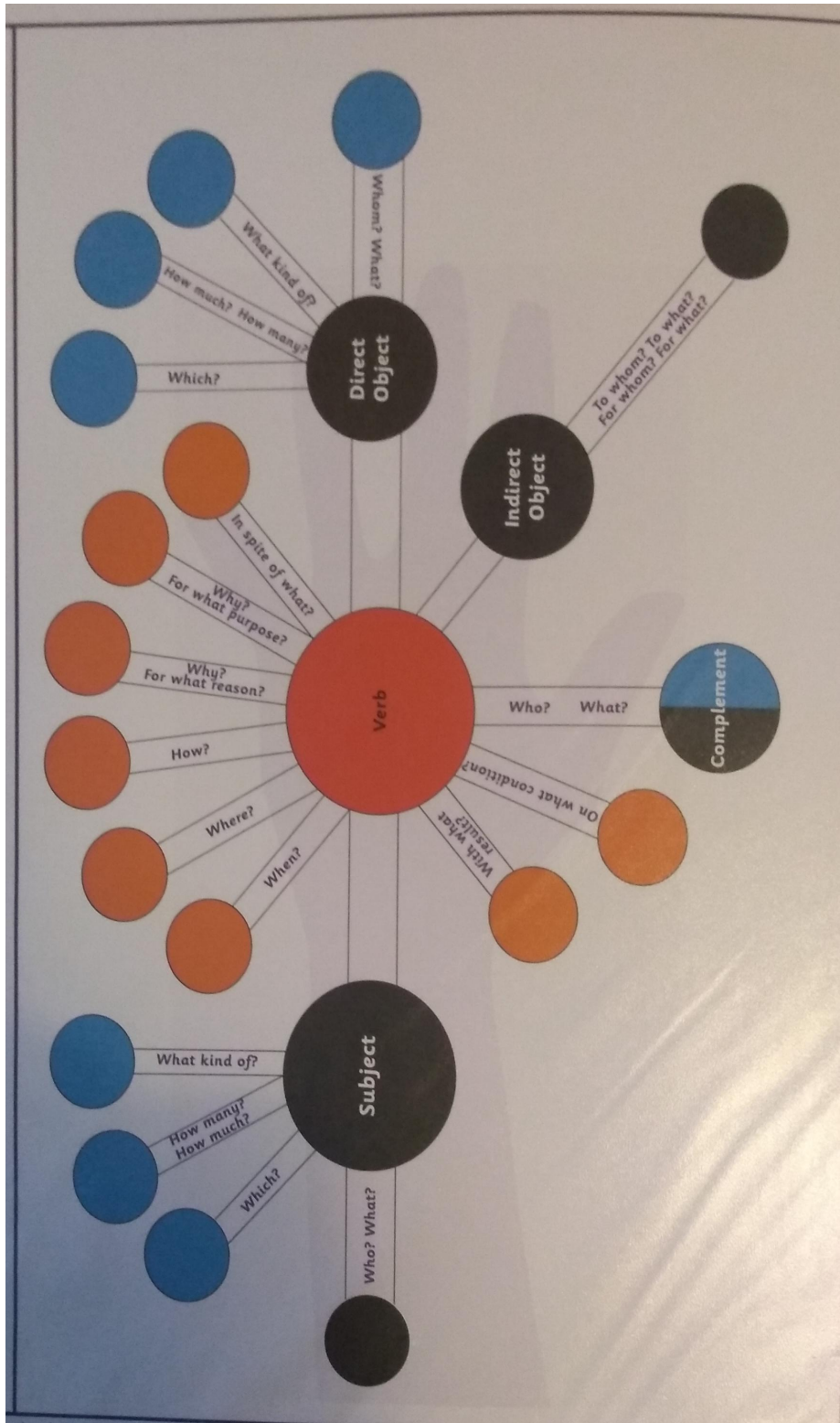


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Building sentences in this way help the child's ability to construct sentences by enlarging their ideas and helps them to set them out clearly and logically. Their sense of style will develop as they continue to experiment with the balance of different parts of a sentence and start again if they find the sentence too clumsy.

This is an introduction to clause analysis, eventually the child will notice that some of the extensions they have constructed contain additional verbs.

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## Clause Analysis: Analysis of Compound Sentences

### Materials:

Compound sentences on strips of paper, red cards, one with the word Principal Clause written on it and the other with Co-ordinate Clause written on it.

### Presentation:

After the child has composed sentences several times using Chart 5 and when they notice that one sentence may contain more than one verb, then show them other sentences with two or more verbs.

Ask the child to underline each verb and cut out the groups of words which go with each verb.

Show how to place each group of words on a separate red card. The first group of words is put under the Principal Clause; the other groups under the heading Co-ordinate Clause e.g.

The Child divides compound sentences in this way, tearing or cutting out the relevant groups of words and placing them on the red cards.

They may analyse each clause, if they wish, using Chart 4 and seeing how each clause is a complete sentence, joined to the others by a Co-ordinating conjunction. The conjunction can simply go to the left of the chart. The chart must be cleared before each clause is analysed separately.

## Principal Clause

The man looked hard at me

## Co-ordinate Clause

but he never spoke

## Co-ordinate Clause

And I felt rather nervous.

## Analysis of Complex Sentences

### Materials:

Chart 6a Analysis of Sentences containing Subordinate Adverbial Clauses

### Presentation:

Strips of paper with complex sentences containing subordinate adverbial clauses, Red cards, one with the words 'Principal Clause', the others with the words 'Principal Clause', the others with the words 'Subordinate Clause' written on them. Chart 6a, as for Chart 3a but with eight orange arms instead of four. The questions on the orange arms are as listed in the description of Chart 5.

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Lay out Chart 6a in front of the child, and show them how to set out the red cards, one under the other, to the left of the chart. The child is asked to underline the verbs and cut or tear out the groups of words that go with each verb. They then read through these groups and decide which can stand by itself as the Principal Clause. If there is only one principal clause, the others will be dependent on it. The child is then asked to analyse the main or principal clause and find out in what way the subordinate clauses depend on it.

Thus if the sentence is: The dog wagged his tail when he saw the girl, because he was ready for a walk with her, the child should underline wagged, saw and was ready and divide the clauses in this way:-

### **Principal Clause**

The dog wagged his tail

### **Subordinate Clause**

when he saw the girl

### **Subordinate Clause**

because he was ready for a walk with her.

The child analyses the Principal clause and finds out that the first subordinate clause answers the question 'When?' and the second 'Why, for what reason?'

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When they have analysed several sentences like this, they can be given ones with more than one principal clause and asked to find out which subordinate clauses depend on which principal one e.g.

Brian was tired because he had worked hard, but Edward was tired because he was bored.

Although the day was warm, it may rain later and we should bathe now while it is fine, so that we can enjoy the sea in the sunshine.

Note:

Extra red cards will be needed with the words Principal Clause on the and whe one principal clause has been analysed and it has been decided which subordinate clauses answer questions relating to the verb in that principal clause, then the chart must be cleared before the next principal clause can be analysed with its subordinate clauses.

Samuel rides his bike, to practise without stabilisers, so that he won't fall off and hurt himself.

### Principal Clause

Samuel rides his bike

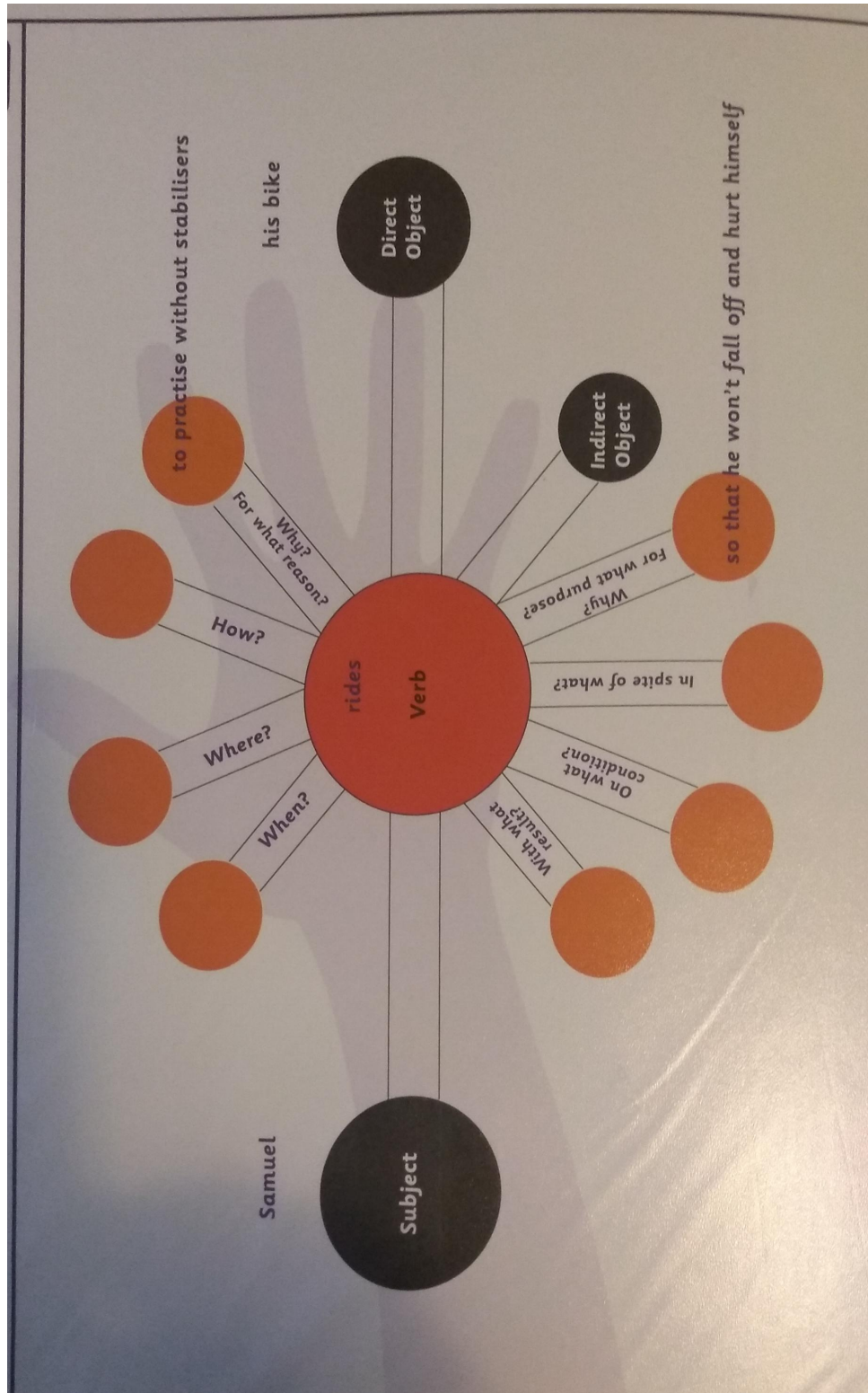
### Subordinate Clause

to practise without stabilisers,

### Subordinate Clause

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so that he won't fall off and hurt himself.



**Chart 6b Subordinate Adjectival Clauses**



## Materials:

Strips of paper with complex sentences containing subordinate adjectival clauses, red cards, as before, Chart 6b, like Chart 3b but with the blue arms side by side (not radiating out)

## Presentation:

As before, first with sentences with one principal clause and then with sentences with more than one, the child may need help in that an adjectival clause may often occur in the middle of the principal clause. The child analyses the sentences as taught.

## Example:

The children need a lot of practice:

I met a man who was nearly a hundred years old.

The child who came into the room was my cousin Harry.

### Subordinate Clause

who came into the room

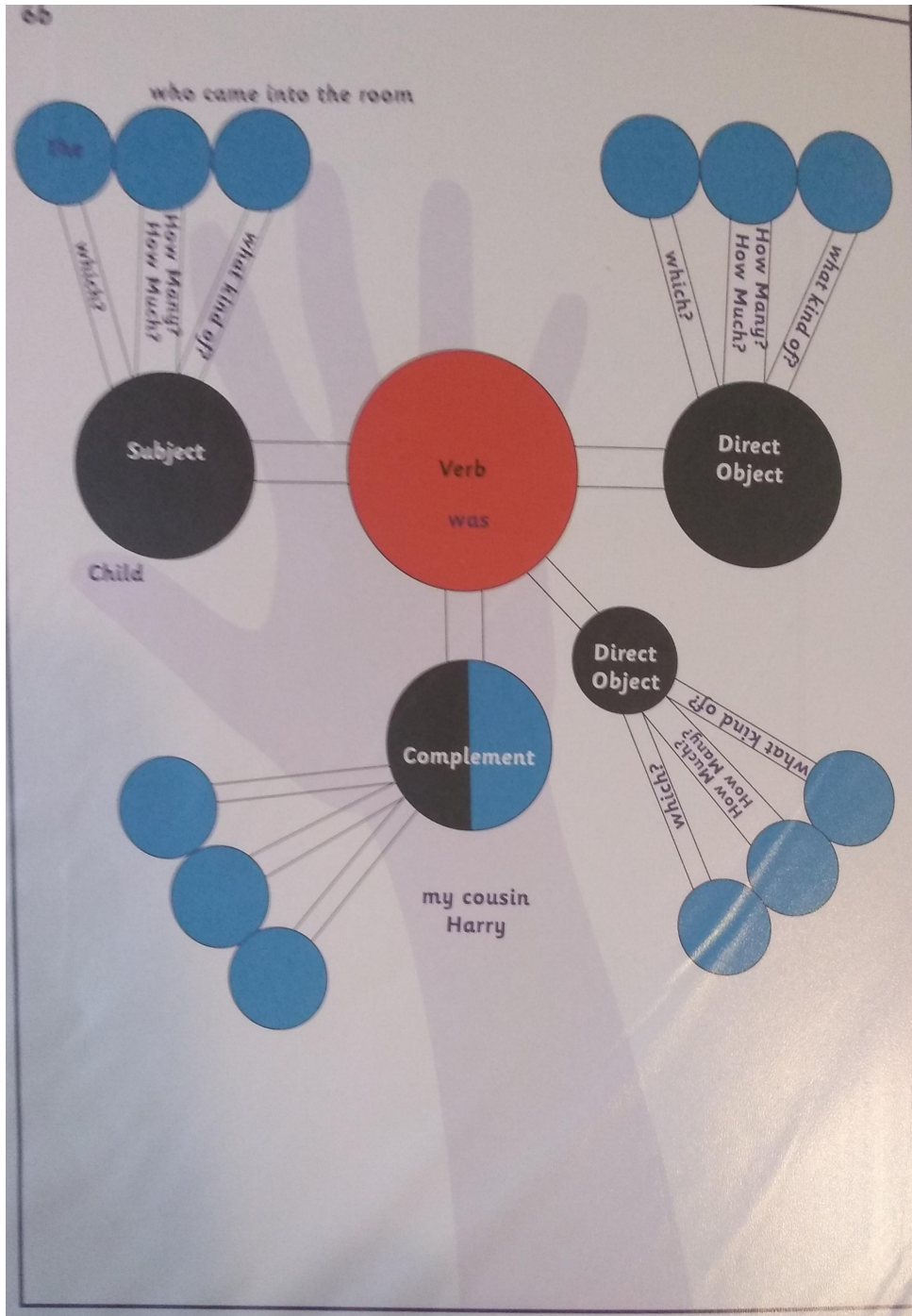
### Principal Clause

The child was my cousin Harry

After enough practise the child may be given sentences where the relative pronoun is understood but not mentioned, and they should be taught to add this in brackets e.g.

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The question he asked was an interesting one. = The question **which** he asked was an interesting one.



## Chart 6c Subordinate Noun Clauses

### Materials:

Strips of paper with example sentences, containing subordinate noun clauses, red cards, as before. Chart 6c similar to Chart 3c.

### Presentation:

This presentation follows the same as before. Start with noun clauses that are in apposition to the subject or object e.g.

The question whether she had enough money or not worried the woman.

The idea that sentence analysis might be difficult surprised the boy.

Later you can give sentences where the noun clause actually is the subject or object.  
E.g.

**She asked him whether he had ever seen a dolphin.**

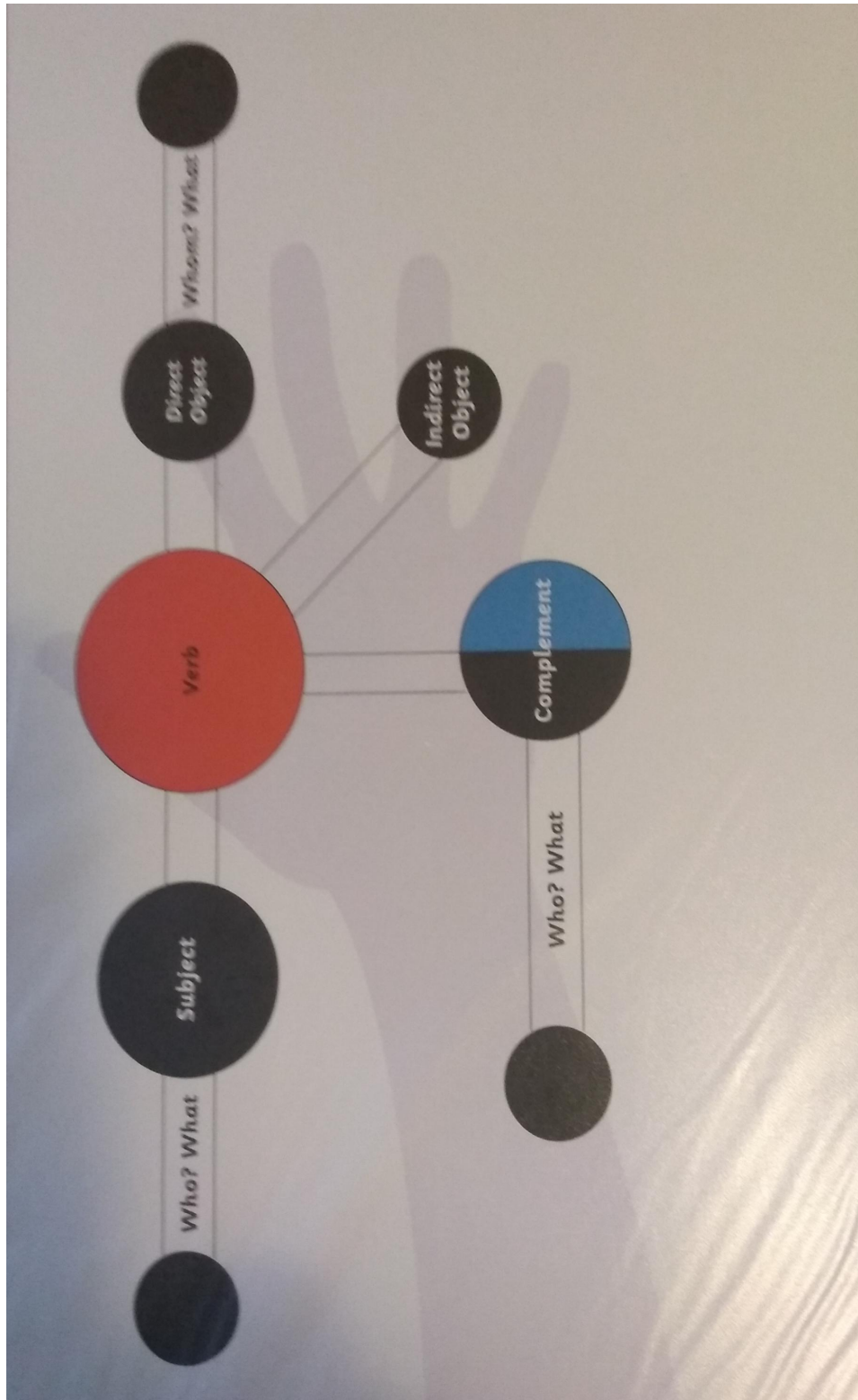
**He wondered what he ought to do.**

In these cases it is sometimes helpful to let the child write one word for the noun clause, adding it in brackets to the principal clause

She asked him (**something**) whether he had ever seen a dolphin.

Then when the sentence is analysed on the chart the word (something) can be put down and replaced by the subordinate noun clause.

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## How to use the Material for clause analysis, (Material with moveable arms)

### Material:

A large white sheet, Red cards as before with a box containing circles of red and black, of the same size as those on the previous charts, blue arms with the words **adjective** on them, black arms with the word **noun** written on them, and orange arms with the usual questions written on one side and the name of the corresponding clause on the other.

When? Time

Where? Place

How? Manner

Why, for what reason? Reason

Why, for what purpose? Purpose

In spite of what? Concession

On what condition? Condition

With what result? Result

Slips of paper with complex sentences on them.

Presentation:

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Lay the white card in front of the child with the red cards reading Principal clause and Subordinate clause to the left, the circles and moveable arms should be arranged to the right.

Take a sentence, underline the verbs, cut out the clauses and lay them on the red cards under the appropriate headings as before.

The child can now analyse the Principal clause on the white card using only the circles and arms that is needed. If necessary, they clear the chart and analyse further principal and subordinate clauses.

Exercise 1:

The child continues to analyse sentences in this way, at first reading the questions on the arms, but soon only looking at the names.

Exercise 2:

In time, it will be simple for the child to transfer this work to their exercise book. For example if the following sentence was given:

**When the weekend** comes **we shall go to** visit **my Granny, who** lives **by the sea,** and **I** hope **it will be fine because then we** can **paddle and** look **for shrimps in the pools among the rocks.**

The child should be able to make the following entry in the note book.

-We shall go to visit my Granny

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Principal clause

-When the weekend comes

Subordinate adverbial clause of time, modifying **shall go to visit**

-Who lives by the sea

Subordinate adjective clause, qualifying **Granny**

-and I do hope

Principal clause co-ordinates with first Principal clause

-(that)it will be fine

Subordinate noun clause, object of **hope**

-because we can paddle

Subordinate adverbial clause of reason modifying **hope**

-and (because we can) look for shrimps in the pools among the rocks.

Subordinate adverbial clause of reason, modifying **hope** and coordinating with **because we can paddle.**

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Other further advanced work would include analysis of clauses by degree, for example a subordinate clause depends on the principal clause and is said to be of the first degree, if another clause is dependent on the subordinate clause of the first degree it is said to be the second degree and so on.



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