

**CHAPTER 2 LESSON 2**

Objectives: Jingle (Sentence), Grammar (Introductory Sentences, Question & Answer Flow, classifying, labeling, subject noun, verb), Skill (five parts of a complete sentence), Activity, and Vocabulary #2.



**JINGLE TIME**

Have students turn to the Jingle Section in their books and recite the previously-taught jingles. Then, lead students in reciting the new jingle (*Sentence*) below. Practice the new jingle several times until students can recite it smoothly. Emphasize reciting with a rhythm. Students and teacher should be together! (*Do not try to explain the new jingle at this time. Just have fun reciting it. Remember, add motions for more fun and laughter.*)

**Jingle 3: Sentence Jingle**

A sentence, sentence, sentence  
Is complete, complete, complete  
When 5 simple rules  
It meets, meets, meets.

Add a capital letter, letter  
And an end mark, mark.  
Now, we're finished, and aren't we smart!  
Now, our sentence has all its parts!

It has a subject, subject, subject  
And a verb, verb, verb.  
It makes sense, sense, sense  
With every word, word, word.

**REMEMBER**  
Subject, Verb, Com-plete sense,  
Capital letter, and an end mark, too.  
That's what a sentence is all about!

**Teacher's Notes:** Do not spend a large amount of time practicing the new jingles. Students learn the jingles best by spending a small amount of time consistently, **every** day. (*Lead your students as they jiggle, wiggle, and jingle! Everyone should enjoy Jingle Time.*)



**GRAMMAR TIME**

Put the introductory sentences from the box below on the board. Use these sentences as you go through the new concepts covered in your teaching scripts. For the greatest benefit, students must participate orally with the teacher. (*You might put the introductory sentences on notebook paper if you are doing one-on-one instruction with your students.*)

**Chapter 2, Introductory Sentences for Lesson 2**

1. Children played.
2. Mice ran.
3. Helicopters flew.

