## 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 Is complete, complete, complete When 5 simple rules It meets, meets, meets.

It has a subject, subject, subject And a verb, verb, verb. It makes sense, sense

It makes sense, sense, sense With every word, word, word.

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!

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.

## **CHAPTER 2 LESSON 2 CONTINUED**

#### TEACHING SCRIPT FOR THE QUESTION & ANSWER FLOW

Understanding how all the parts of a sentence work together makes writing sentences easier and more interesting. Learning how to ask the right questions to get answers will help you identify the parts of a sentence. The questions you ask and the answers you get are called a **Question and Answer Flow**.

You will use a Question and Answer Flow to find what each word in a sentence is called. This method is called **classifying** because you classify, or tell, what each word in a sentence is called. After you classify a word, you will write the abbreviation above it. This is called **labeling** because you identify the words by writing abbreviations above them.

#### TEACHING SCRIPT FOR SUBJECT NOUN AND VERB IN A SENTENCE

I am going to show you how to use the noun and verb definitions and the Question and Answer Flow to find the subject noun and verb in a sentence. The subject of a sentence tells who or what a sentence is about. Since a noun names a person, place, or thing, a subject noun tells who or what a sentence is about. The abbreviation SN is used for the words subject noun when we do not spell them out. We ask a subject question to find the noun that works as the subject of the sentence. The subject questions are who or what. We ask who if the sentence is about people. We ask what if the sentence is not about people, but about an animal, a place, or a thing.

Look at Sentence 1: Children played.

Who played? children - subject noun (Write SN above children.)

Since the word *children* refers to people, we ask the subject question *who*.

The subject noun *children* tells *who* the sentence is about.

Now, let's learn the Question and Answer Flow to find the verb. The verb definition says the verb shows action. The verb tells what the subject is doing. To find the verb, ask **what is being said about** the subject. Let's say **what is being said about** five times. Go. (Have your students recite "what is being said about" with you at least five times. This will help them remember this important verb question.)

What is being said about children? children played - verb (Write V above played.)

Remember, the questions you ask and the answers you get are called a Question and Answer Flow. I will classify Sentence 1 again, but this time you will classify the sentence with me. After we finish Sentence 1, you will classify Sentences 2 and 3 with me.

**Teacher's Note:** Make sure students say the Question and Answer Flows correctly.

#### Question and Answer Flow for Sentence 1: Children played.

- 1. Who played? children subject noun (Trace over the SN above *children*.) (Since *children* are people, we begin the subject question with *who*. The subject noun *children* tells *who* the sentence is about.)
- 2. What is being said about children? children played verb (Trace over the V above played.)

Classified Sentence:

SN V

Children played.