

Jazz Up Your Language Arts

Jazz up your language arts; jazz it up (2X)

Put some jazz in your language arts. Give your words some pizzazz

Use words that sparkle; Use words with jazz

Help someone know what'll come next. A great trick that works every time

Is to use words they'll expect. Use words that rhyme.

Take words to say over again, something your reader should know

Find a phrase you can repeat. This makes your idea flow

Keep your thoughts organized. That's where it all starts.

Jazz them up. Jazz up your language arts.

This is a listening song. Give the children the lyrics (or have them listen) and then discuss writing. This first song is an introduction and then each song builds upon the next until the final song when all the concepts are used.

Nouns

A noun is a person, place or thing (2x)

Come join along and sing. A noun is a person, place or thing.

The president's a person - That's a noun. Mother and father - They're nouns, too

Mr. Brown, a teacher - A person, a noun. A noun can be a name like Sue.

A house is a place - That's a noun. The sky, the beach, - They're nouns, too.

United States, a country - a place, a noun. A noun can be a city like Kalamazoo

A car is a thing - That's a noun. A pen, a book - They're nouns, too.

The White House, a building, a thing, a noun.

A noun can be a gift, the Liberty Statue.

For this song, put the nouns on cards and have the children see the picture with the word. Then discuss the three types of nouns and have them think of their own. (A page with all the words is supplied in the back of this booklet.)

The Verb Game

The verb game, the verb game. Let's play the verb game

You say and do a verb; we'll say and do the same

Let's play the verb game

Each person will get a turn. This makes verbs fun to learn

1, 2, 3. Say and do a verb for me

Twist. Twist is an action. That's a verb. (Bend. Smile. Reach. Clap. Run.)

Have children stand in a circle so they can see each other. Have them hold the verb cards. When it's their verb, they hold up the card and say it. The rest of the class says the verb and then does it. In the last verse, they make up their own verbs.

Simple Sentence

A simple sentence is a noun and a verb, a noun and a verb, a noun and a verb

All you need is a noun and a verb to make a simple sentence

Dogs bark. People sing. George runs and bells ring

Flowers grow. Children play. Rain falls. Jeans fray.

Each sentence needs a subject. That would be a noun.

Then to add some action a verb must be found.

A noun and verb make a simple sentence.

Using the noun and verb cards, put the words together to form the sentences. Be silly and make your own sentences with the cards.

Opposites

Opposites, Opposites. Can you say the opposites?

I say fast. I say slow. I say yes. I say no.

I say out. I say in. I say fat. I say thin.

I say correct. I say wrong. I say short. I say long.

I say day. I say night. I say dark. I say light.

Opposites. Opposites. Try to say the opposites.

Have children sing the opposites and then add others.

Rhyming Square Dance

We're going to a rhyming square dance; Take a look around
Your partner is a person with your rhyming sound
Rhyming words sound the same; Look for a rhyming friend
The letters are different at the beginning, the same at the end
Like coat - boat; crook - book; cat - fat; frog - log
Find your rhyming partner, round and round you go
Bow to each other and now, do-si-do
Time to change your partner; take a look around
Find another person with your rhyming sound
Like throat - goat; look - cook; bat - rat; dog - jog
Take your rhyming partner, round and round you go
Bow to each other and now, do-si-do
I'm not going to tell you what to do. Look for a person with the same rhyme as you.
Take your rhyming partner round and round you go
Bow to each and now do-si-do. Yee Haw!
We've had a rhyming square dance. You've danced with your friend.
Now the dance is over, we have reached the end.

What fun this is! Stand in a circle holding the rhyming words on cards. When the song calls out the words, those children go into the middle and meet their partner. They put the card in their left hand, hook right arms and skip around in a circle. Then they bow, do-si-do and return to the circle. In the last verse, they find their own rhyming word. The song is written so each word has three other words it can rhyme with. Square dancing teaches cooperation, following directions, patterns (for math), motor skills and socialization skills. It is also the national dance of our country.

The Function of a Conjunction

The function (whew whew) of a conjunction
Is to link words together, link words together.
Conjunctions link up; let me explain. Chugga chugga, chugga chugga, just like a train.
Conjunctions link a phrase or a clause. There are 3 kind you should know
Coordinating conjunctions are: and, but, or, not, for, yet, so
Correlative conjunctions are used in pairs like both with and and neither with nor
They work together and not alone. Not only with but also and either with or
Subordinating conjunctions are used as adverbs and will come before a clause
They will be words like while and although or maybe the word because.
Let's move this train around

A verb or noun, a conjunction and another verb or noun.

Stand in a circle with the verb, noun and conjunction cards. Move around the circle for the opening. Have the cards in the left hand and use the right hand to "Whew, whew!" with the train. Stand and face into the circle as the song explains conjunctions. If you are holding a conjunction that is called, you go into the middle. At the part "Let's move this train around", children must form 3 people trains by linking a verb or noun with a conjunction and another verb or noun. Then the small trains move around the room together like in the beginning of the song.

Questions

Questions. Questions. Who? What? Where? When? Questions. Questions. Why?
I ask questions as I grow. I ask questions so I'll know.
If I ask the question who the answer will be a person from you
Where I'll ask to know about a place I want to go
Tell me a time; tell me when I ask over and over again
What's that? What is a thing. Who, where, when, what we sing
The biggest question I have is "Why". I want a reason for the blue sky
Why do I ask these questions you say? Because I'm learning every day.
Just a simple review of the questions words.

Punctuation Mark

I have a friend, Punctuation Mark. That's right. I'm Punctuation Mark.
He's used with letters and has no sound. That's right. I'm Punctuation Mark.
I can be a dot and nothing more. To end a sentence, put a dot.
It's called a period, a punctuation mark that's just a spot.
If you have a question to ask, there's something you want to know,
Draw a question mark, a squiggly line with a dot below.
Now there are other marks, some other forms he'll take
There are commas, colons and apostrophes to make
There are dashes, hyphens and parentheses, semicolons, too
Let's sing about sentence enders with you.
For something really big, I mean, like a sensation,
Draw a line with a dot underneath. That's an exclamation!
My name is Punctuation Mark. That's right. He's Punctuation Mark.
Use me whenever you need me. Use a Punctuation Mark. Period!
Sung like a Gilbert and Sullivan operetta. Have children sing the repeats. Be dramatic. This will also get children to enjoy light opera!

The Synonym Shoo Bop

Synonym, synonym, synonym, synonym, Sy No Nym
We're synonyms. We mean the same thing. We're synonyms. So, come on and sing.
You won't get bored with what you have to say
If you use synonyms to say it another way.
You can say it's large or say it's big. You can say I'm happy or say I'm glad.
You can take a stroll or a walk. You can hug your father or your dad.
It's my house and it's my home. An automobile is a car.
I can be scared or petrified. If it's open, it's ajar
Come on and sing some more. Good, wonderful, great
One, single, only, solo. And being tardy is being late
Children find it challenging to sing the opening. For the rest of the song, have the words so they can see what they're hearing. For review or intro of concept.

Homophone Blues

I'm a homophone baby: There's another word or two that have my sound.
I have my own meaning and spelling, but my sound is passed around
Now you may say blue for the color, or you may say blew for the wind.
Now, you can say wear like wear your clothes
Or you can say where for where you've been
Oh now, you could say clothes for clothes you were
Or you can say close for close the door
Now you could say chews like chews his food
Or you could say choose like choose who you vote for
Write on the right; she knows to blow her nose;
Rode on the road; the knight rides at night
Can use kazoo to play along on the 'in between' parts. Have words up for children to see. For last section, have them identify the homophones.

Walk or Dance

Walk or dance or move around. Listen to the music's sound.
When the music stops to play, find the color red and stay. (green, blue, yellow)
Great for use with descriptive writing. Have children move and when a color is called they go to that color and move the way the music sounds (eurhythmics).

Pronouns

A pronoun takes the place of a noun- I, You, He, She, It, We, They
A pronoun takes the place of a noun- Me, You, Him, Her, It, Us, Them
You can say He instead of Joe and say She instead of Barb
You can say I instead of saying your name; You can say It instead of a thing
You can say we instead of saying all your friends names
Let's look at sentences. Take a look around. If you are a pronoun, go replace a noun.
A pronoun take the place of a noun- Mine, Yours, His, Hers, Its, Ours, Theirs
Myself, Yourself, Hissself, Herself, Itself, Ourselves, Themselves
Have children with pronoun words hold their signs up and call them. This happens quickly and is a challenge. At end, have the pronouns, replace nouns in sentences.

Adjectives & Adverbs

Descriptive words. Adjectives and adverbs are descriptive words. (2x)

Adjectives are words that describe; they tell you about a noun.

They tell you its color, shape or size. They can say if it's square or round.

Red apple-Red's the color of the noun, apple; Big dog-big's the size of the noun, dog

Adverbs work along with verbs. Describe verbs is what they do

They can tell how or how long. Describing adjectives and adverbs, too.

Moved slowly-slowly describes the verb, moved.

Very large-very describes the adjective, large

Put the phrases on the board (red apple; big dog; moved slowly; very large). Show the words as they listen. Discuss afterwards. For intro or review of concept.

Alliteration

Using words with the same beginning sound is alliteration. Let's try!

Working with Wanda was Wonderful; Becky broke Bobby's bat

Heard Harry hurried home; Courtney carried Clifton's cat

Using words with the same beginning sound is alliteration

Singing some songs saddens Sara; Debbie's dog digs ditches

Charlie chews chocolate chips; Brian brought Brogan's britches

You've heard something like this before or tried one with a brother or sister

Alliteration is the same as what we call a tongue twister!

I can do some of those: Suzy sells seashells. Say it 3 times fast: 3X

How about Peter Piper Picked a Peck of Pickled Peppers?

Let's try this one, Betty Botter bought bum butter.....

What child (or adult) doesn't remember having fun with tongue twisters? This song teaches a concept, but children think of it as a game. That is why at the end of the song, you hear children laughing and thinking the teacher is fooled.

A hand jive or conga line can be used with this. First teach a pattern with hands. Use the rhythm of a hand jive. Tap thighs twice, clap twice and then hit your two hands against your partner's two hands twice. Sing the definition. Stop for the phrases and repeat them. Have fun with the ending. Make up some of your own!

Parts of Speech Slide

Clap your hands; stamp your feet. Everybody feel the beat.

Its time for you to learn; I'll teach. We're going to dance to the parts of speech

Let's try some verbs! Slide to left; (slide's a verb) Slide to the right.

Step backward (step's a verb) step forward

Turn in a circle (turns a verb) Say (say's a verb) "Ooh Ooh!"

Join hands with a friend and say a conjunction

Hop. Say a noun *Dog*, Two hops, two nouns *book mall*

Stomp left, say a noun *food*. Stomp right, say a noun *car*

Now, use an adjective. Describe yourself. *Tired excited happy reflective*

Repeat and use an adverb. Say how you move *Slowly, carefully, quietly, gladly*

Let's try some verbs. Slide to the left etc.

How low can you go? (2x) 'bout down to the floor? 'Cause there is no more.

Using a popular dance idea, parts of speech can be reinforced. This song is a review of all the parts of speech sung about in previous songs on this CD. Follow along with the directions and do as the song says. It repeats three times. When it's over, everyone is seated quietly and ready for the oral review.

A couple of Brain Facts

When the brain hears a melody it is familiar with, it can focus on the lyrics.

Dancing helps the brain get ready for math because of patterns.

Clapping, singing and moving get all areas of the brain working together.

Retention is improved when a concept is sung.

When children sing while looking at lyrics, it improves reading comprehension.

Music is fun and produces endorphins, making learning more enjoyable!

Titles

1. Jazz Up Your Language Arts
2. Nouns
3. The Verb Game
4. A Simple Sentence
5. Opposites
6. Rhyming Square Dance
7. The Function of a Conjunction
8. Questions
9. Punctuation Mark
10. Synonym Shoo Bop
11. Homophone Blues
12. Walk or Dance
13. Pronouns
14. Descriptive Words
15. Alliteration
16. Parts of Speech Slide

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My love and thanks as always to those who make the work so much fun!

Words Used for Songs

The following words can be put on cards and used for the songs in this workshop.

Nouns

Dog Mother
Book Father
Mall Sue
Food house
Car sky
President beach
Father Kalamazoo
Mr. Brown pen
Teacher country
City United States
Book White House
Building gift
Bell flower
Children rain
People George
Jeans Liberty Statue

Verbs

Slide Bark
Turn Sing
Step Ring
Say grow
Twist play
Bend fall
smile fray
Reach Bark
Clap Run

Homophones

blue- blew
wear-where
clothes-close
chews-choose
right-write
knows-nose
rode-road
Knight-night

Conjunctions

And, or, but
neither, either, nor
not, for, yet, so
both, while
although
because

Synonyms

happy - glad
stroll - walk
large - big
Father - Dad
automobile - car
House - home
open - ajar
good, wonderful, great
One, single, only, solo
Tardy, late

Pronouns

I, You, He, She, It, We
They, Me, You, Him,
Her, It, Us, Them
Mine, Yours, His, Hers,
Its, Ours, Theirs
Myself, Yourself,
Hissself, Herself, Itself,
Ourselves, themselves

Adjectives

Happy
Excited
Tired
Reflective

Adverbs

Slowly
Gladly
Sadly
Quietly

Rhyming Words

coat - boat
crook-book
cat-fat
frog-log
throat-goat
look-crook
bat-rat
dog-jog



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Hip Hop Mob

Today's Children; Tomorrow's Future

Keep Safety RooTeen (Children's Music Web Award 2002)

Start Each Day with a Song (Children's Music Web Award 2001)

The Wide-mouthed Bullfrog (and other stories I love to sing!)

Songs at My Fingertips

I Love You Rituals (w/Dr. Becky Bailey) Vols 1 & 2

Math with Mar.

Jazz Up Your Language Arts

*A line of puppets to accompany the music;

*An interactive music and movement program for adults and children to participate in together with licensing availability to qualified individuals; **AND**

*Center Certification for centers wanting to learn how to implement the brain research based program.

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