

Lesson Plan: Parts of Speech Meet Jazz Music

- **Target Audience:** ESOL or BL class using a communicative approach with music. This activity involves listening, speaking, writing and reading language skills. (Level 1-3)
- **Goals:** Students will learn about parts of speech and categories of words by combining their visual, auditory and writing skills.
- **Objectives:** Students will review nouns, verbs and adjectives and identify the correct part of speech for various words.
- **Class time:** 1 hour
- **Materials:** Student Handouts (1-3)
 - Handout 1: Noun, Verb, Adjective
 - Handout 2: Practice
 - Handout 3: Practice with Students' Words
 - Recording of Jazz music by Grover Washington, Jr., laptop or phone with song, speakers if needed

Lesson Flow:

Part 1: Recognizing Parts of Speech

1. **Write** "noun", "verb" and "adjective" on the white board.
2. **Ask** for a volunteer to read the directions on Handout 1.
3. **Ask** students for the meanings of "noun", "verb" and "adjective, beginning with "noun." Ask students to write their definitions of a "noun" on Handout 1. After defining "noun", ask students to think of examples to write on their worksheet. Follow the same procedure with "verb" and "adjective." Below are definitions that you can use along with a few examples.

- **Noun: Naming Word**

A word that is the name of something such as a person, place, or thing. Examples: man, house, dog.

- ✓ Note for discussion: a "pronoun" can take the place of a noun. Examples: I, me, mine, myself, she, her, hers, herself, we, us, ours and ourselves

- **Verb: Action Word**

A word that expresses an action or a state of being. Examples: to run, to call, to be.

- **Adjective: Telling Word**

A word that tells about or describes a noun or pronoun. Examples: big, shy, happy.

Part 2: Practice

4. **Ask** students to look at Handout 2. Ask for a volunteer to read the directions. Review answers.

Part 3: Fusing jazz music with parts of speech

5. **Put** a chart on the white board with the following three columns: Noun/Verb/Adjective
6. **Tell** students that they are going to listen to a song and write five words that come to mind while they are listening. Ask students to write their five words on Handout 3, Exercise A.
7. **Ask** students to share their words and identify the correct category. Ask the class to confirm if the categories are correct. Note: Be prepared to add and explain another category, e.g., adverb, if a word does not fit one of the three categories.
8. **Ask** students to write two sentences using some of the words that they learned in class. For a low level class, put an example on the whiteboard: The _____ plays a _____ song. Check progress by moving around the class. Provide suggestions. To close, students can share their sentences with the class.

Student Handout 1



Directions: Write the answers in the spaces below.

| <i>What is a Noun?</i> | <i>What is a Verb?</i> | <i>What is an Adjective?</i> |
|-------------------------------|-------------------------------|-------------------------------------|
| <i>Give examples:</i> | <i>Give examples:</i> | <i>Give examples:</i> |

Student Handout 2

Practice

Directions: Read the words below. Write if the word is a Noun, Verb or Adjective.

Noun=naming word / **Verb**= action word / **Adjective**=telling word

EXAMPLES: STREET – NOUN / RUN – VERB / DIRTY – ADJECTIVE

1. SINGER

2. BUSY

3. TALL

4. GREAT

5. MUSIC

6. DRIVE

7. BORING

8. PLAY

9. FAST

10. EAT

11. DRINK

12. THIN

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Student Handout 3

Practice Using Your Words While Listening to Music

A. Directions:

Listen to music by Grover Washington, Jr. He is a famous jazz musician. While you listen to the music, write five words that come to mind. Be prepared to share your words and whether they are nouns, verbs or adjectives with the class.

| My words | |
|----------|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

B. Directions:

Write two sentences using the words that you have learned in class.