



## Enrichment Activity for *The Jazz Fly*

Creating a Jazz Story in Class

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- 1) Have your students choose two consonants such as "Z" and "D".
- 2) Have your students create two-syllable jazz words by adding vowel sounds to each. Write the words on the whiteboard as you go, for example *ZA-Dee*, *Du-DAH*, *ZOO-doo*, *DAY-duh*. Use all caps to suggest where to accent the invented words. (Tip: decline to use sounds that are sure to evoke laughter such as PEE-pee, POO-poo, etc.) Demonstrate to older students how vowel sounds can be written in different ways, such as "u" or "oo"; "e" or "eh", "ae" or "ay" etc.)
- 3) Insert 2-syllable jazz words into spaces 1-3 and 5-7 of the template below. Sample jazz words provided in **bold**.
- 4) Now have the students create 1-syllable jazz words, for example, *zlip*, *boim*, *schloz*, *fumpf*. Enter a 1-syllable jazz word into space 4. (Tip: try using blends with 'hard' sounding consonants such as "K," "T," "P," "TZ," etc. for humorous effect.)
- 5) Next, have students create a 3-syllable jazz word. Enter the 3-syllable jazz words into space 8. Tip: these longer phrases will flow well if you accent the first and third syllables. (Exa. KOCH-a-KU, ZOP-a-DEE, ZOOM-vee-BOP.)
- 6) Now for the fun part! Lead the students in chanting the story, call and response style. (You chant one sentence. They repeat it. Then move on to the next sentence while staying in rhythm.) Turn the "performance" into an exercise in drama, snapping your fingers and changing your tone of voice from super serious to loose and jazzy. The "X" marks indicate where to snap your fingers on beats 2 & 4.

I had a **ZEE-buh**. It used to be a **ZOY-buh**.  
X                    1.                    X                    X                    2.                    X

But when I got a **BLOO-chee**, it turned into a **SKOITZ**.  
X                    3.                    X                    X                    4.                    X

After all the **DEE-pah**, I really had to a **YEE-pah**.  
X                    5.                    X                    X                    6.                    X

So if you want to **BLIM-bop**, you're better **ZAH-bah-DING!**.  
X                    7.                    X                    X                    8.                    X

- 7) Now ask students what they think the story's about!