

H. LESSON PLAN MODIFIED FOR ADHD  
**MANCHESTER COLLEGE**  
**Department of Education**  
**Lesson by: Kaitlin Hughes**

(Borrowed from Rebecca Wszalek:

<http://www.lessonplanspage.com/MusicCIItsPeanutButterJellyRhythmTimeK12.htm>)

**Lesson:** “Peanut Butter Jelly Time”

**Approx. length:** 50 minutes

**Age or Grade Intended:** Fourth Grade

**Academic Standards:**

Music 4.3.1 Create rhythmic patterns and melodic ostinatos to accompany classroom songs using pitched and non-pitched instruments, body percussion, and electronic sounds.

**Performance Objective:** Given five to ten minutes, groups of three or four students will prepare their own rhythm to a song, presenting it to the class with 100% participation and 95% accuracy of tempo pattern.

**Assessment:** Students will learn how to clap out a fun rhythm to a song, given a designated rhythm and also making up their own. Groups of three or four students will be given time to make up a short rhythm of their own and present it in front of the class. Each student must participate and be mostly accurate in rhythm. If they are a little off rhythm or miss one beat, that is a minor adjustment.

**Advanced Preparation by Teacher:**

1. Be prepared to show/play the song “Its Peanut Butter Jelly Time” on the computer (<http://www.youtube.com/watch?v=eRBOgtp0Hac>).
2. Print off enough copies of the reading “Rhythm Basics” for everyone in the class.
3. Have the lyrics for “Peanut Butter Jelly Time” written on board so the students will not have to keep looking down at their papers while trying to clap out the rhythms (see attachment).

**Procedure:**

**Introduction:** Have the song “Its Peanut Butter Jelly Time” playing as the students walk in to take their seats. After they are all seated, play it for about 30 more seconds and then turn it off. Ask the class what they liked or didn’t like about the song they heard.

**(Blooms: Evaluation)** Tell them that yesterday they learned some basic rhythm patterns but today they are going to learn more about rhythms and create our own rhythms by clapping, slapping our knees, or using classroom percussion instruments (if available), to accompany “Its Peanut Butter Jelly Time”.

**Step-by-Step:**

1. Pass out the reading “Rhythm Basics” to each student. Have the students follow along as you read the passage. **(Gardner: Verbal/Linguistic)** After the first question is read, allow the students to answer. **(Bloom: Knowledge)** Be sure to put emphasis and excitement into the reading and read at a steady pace. When finished, ask the students if they agree with rhythm coming from your heartbeat and why it is. **(Bloom: Evaluation, Analysis)** Show them an example of a heartbeat by dividing it up with less beats or more beats to show you can make rhythms fast or slow out of your normal heartbeat. Have the class beat different rhythms over their hearts with you. **(Gardner: Bodily/Kinesthetic, Visual/Spatial; Bloom: Application)** Tell them the last sentence in the passage is important and that the last lesson, they worked on clapping out a designated rhythm to its song so today they are going to create their own rhythms.
2. Divide the students up into two groups, peanut butter and jelly. **(Gardner: Interpersonal)**
3. Teach them a certain rhythm to clap or slap on their words of the song (see attachment). Draw it on the board so they have a visual. Tell the class that you made it up and ask if they think it goes with the song. **(Bloom: Evaluation)**
4. Work on each group of students separately, going over the rhythm with them 3 or 4 times. **(Gardner: Bodily/Kinesthetic, Musical/Naturalist)** Go through the song very slowly without the video for a few times until the students seem to be getting the hang of it. Whenever the words say “where he at”, “there he go”, and “break it down now and freeze” allow the students to dance around in their space but make sure they stay in rhythm so they are ready when their part comes back. **(Gardner: Bodily/Kinesthetic)**
5. Once they get the hang of it, play the song with the video and see if they can keep up. Above all, tell them to have fun with it but be ready for their parts because takes concentration and can go by fast! If they really do not understand, continue going through it slowly and having them sing the words and dancing around to them. **(Gardner: Bodily/Kinesthetic, Musical/Naturalist)** Be sure to watch for students who are having trouble and go beside them, kneel down to their level and work on it slowly and quickly with just them while the other students continue their parts. You can even take their hands in yours and show them what it feels like and looks like for certain rhythms to be clapped out. **(Gardner: Bodily/Kinesthetic, Visual/Spatial)**
6. Once they grasp this or become bored, amongst their group, divide them up into subgroups of 3 or 4 and have them make up a new rhythm for their part. **(Gardner: Interpersonal, Bloom: Synthesis)** Give them about 5-10 minutes to do this and come back to show the rest of the class in their small group.

**Closure:** To finish, turn on the song once more and allow the students to all make up their own rhythm and dance around to the song. **(Gardner: Bodily/Kinesthetic)** Tell the class that they can make up their own rhythm to any song and it can make the song even better! **(Bloom: Application)** Tell them that tomorrow we will be taking our new knowledge in rhythms and putting it into another song with various dynamic markings!

**Adaptations/Enrichment:**

**ADHD – Hyperactive:** Have the student help pass out the papers. This lesson works well for a student with ADHD because they will be up moving around a lot, clapping and dancing. If the student is not satisfied with this, he can help point to the upcoming lyrics on the board for the rest of the class.

**Gifted and Talented** – Allow these students to help guide the rhythm sections to the other students. Have them walk around and help any student who is having difficulty understanding when to clap or slap. Also, when they divide into groups, have them make up their own, complex rhythm of two different measures of rhythmic beats.

**Learning Disabilities** – Make the font to “Its Peanut Butter and Jelly Time” a couple sizes bigger for them and color over the words in which they should sing and clap. Give them a simpler rhythm to clap out as well.

**Self-Reflection:**

Did the students understand the rhythm and clapping?

What was the most difficult thing for the students or to teach?

Is there anything I would change next time?

Additional Comments:

## Rhythm Basics

“Do you feel like clapping or dancing while listening to your favorite music? The beat is so strong, you just can’t sit still? And you can clap along even if you’ve never heard the song before. That’s the power of rhythm. Rhythm is the timing of music. It probably stems from the most familiar rhythm of all: your heartbeat. Rhythm determines how music moves and flows. It is essential to making music, and clapping is one of the simplest ways to keep a beat.”

Reading cited from:

Sabbeth, Alex. *Rubber-Band Banjos and a Jave Jive Bass*. New York: John Wiley & Sons, Inc, 1997.

## **Peanut Butter Jelly Time Lyrics**

It's Peanut Butter Jelly Time!

Peanut Butter Jelly Time

Peanut Butter Jelly Time

Where he at *4x*

There he go *4x*

Peanut Butter Jelly *4x*

PBJ PBJ PBJ with a baseball bat *4x*

Where he at *4x*

*There he go 4x*

Peanut Butter Jelly *4x*

PBJ PBJ PBJ with a baseball bat *4x*

*Break it down and freeze 4x*

Where he at *4x*

*There he go 4x*

Peanut Butter Jelly *4x*

PBJ PBJ PBJ with a baseball bat *4x*

*Tic Tac Toe 4x*

Where he at *4x*

*There he go 4x*

Manchester College - Lesson Plan Rubric

Name: Kaitlin Hughes Date: \_\_\_\_\_ Points: 41.5 /44 Converted: 94% 9 /10

Title of lesson: Peanut Butter Jelly ADHD read aloud

Criteria	1	2	3	4	PTS
(C1) MC lesson plan format with explicitly stated Academic Standards	Lesson does not follow MC format or state academic standards	Lesson does not follow MC format but does state academic standards	Lesson plan follows most of the MC format and explicitly states academic standards	Lesson plan follows MC format correctly and explicitly states academic standards	4
(C1) Lesson Plan Objectives	Objectives are not included	Objectives are included, but are not correctly written or do not relate to the stated academic standard(s)	Objectives are included, related to stated academic standard(s), but are not written correctly	Objectives are written well and fully correlate to stated academic standard(s) <i>How will you determine accuracy?</i>	3 1/2
(A1) Assessment	Assessment is unrelated to objectives and standards	Assessment is somewhat related to objectives and standards; assessment is not appropriate for all students' learning styles and strengths	Assessment is related to objectives and standards; assessment is less accessible for students with certain learning styles and strengths	Assessment is directly related to objectives and standards; assessments provides for students with varying learning styles and strengths to excel; variety is used	4
(C1) Introduction /Hook	No introduction is provided	Introduction is vague or procedural	Introduction provides some structure for lesson, but lacks connections	Introduction clearly pulls students into the lesson, drawing connections to previous lesson	3
(C1) Supporting materials	No supporting materials are included	Supporting material and student handouts are messy, incomplete, and/or unappealing to students; material does not enhance the lesson	Supporting materials and student handout are clear and complete. Materials enhance the lesson	Supporting materials and student handouts are clear, complete, and appealing to students; materials enhance lesson significantly	4
(C1) Procedures/ Instructional activities	Procedures are unclear; do not relate to objectives; no attempt is made to individualize activities for learning styles or strengths	Procedures are mostly clear; areas of vagueness	Procedures are clear and relate to the objectives	Procedures can be easily replicated by others	4
(C6) Bloom's	Lesson makes reference to 1 level of Bloom	A few (2) levels of Bloom's are used	Some (3) levels of Bloom's are used	A variety (4+) of Bloom's are used	4
(E1) Gardner's	Lesson makes reference to 1 level of Gardner	2) examples of Gardner's ideas	(3) examples of Gardner's ideas are identified	and (4+) ideas of Gardner's are identified	4
(E1) Adaptations /Modifications	Lesson does not include reasonable adaptations and/or modifications	Lesson includes one or two reasonable adaptations and/or modifications	Lesson includes more than two reasonable adaptations and/or modifications	Lesson thoroughly details reasonable adaptations and/or modifications that are exemplary	3
(R6)(E2) Engaging/ Creativity	Lesson lacks opportunity for student engagement	Lesson makes an attempt at engaging students in the learning process	Lesson mostly engages students in the learning process	Entire lesson engages students in the learning process	4
(R5) Grammar and Spelling	4 or more errors in grammar and/or spelling are present	3 errors in grammar and/or spelling are present	1-2 errors in grammar and/or spelling are present	No errors in grammar and/or spelling are present	4

Teacher comments

