I came up with the idea for Rock ‘n’ Roll P. B. ’n’ J. one morning when I was packing a lunch for my youngest. I asked her if she wanted a P. B. ’n’ J., and she gave me a look that said, “Peanut butter and jelly? Again? Can’t you make anything else?” So I asked, “What if we make it a Rock ‘n’ Roll P. B. ’n’ J.?” She thought about it for a second, then her eyes lit up and she nodded her approval. It’s amazing what a little music magic can do to make the ordinary into something special.

Rock ‘n’ Roll P. B. ’n’ J. (Song)
Suggested grades: 1–2
Musical concepts addressed:
Call and response
Syncopation

Peanut Butter Jelly Jam (Orff Activity)
Suggested grades: 1–2
Instruments
Conga or djembe
Claves
Rattle
Cowbell
Bongos

Healthy Food vs. Junk Food
(Cross-curricular Activity)
Target concept:
Making good food choices

Healthy Food vs. Junk Food
This is a simple game. Call out the name of a food and have the students answer with either “healthy food” or “junk food.” (Another pair of labels to use for these foods is “everyday” foods and “sometimes” foods.) Short lists of healthy foods and junk foods follow.

<table>
<thead>
<tr>
<th>Healthy Food</th>
<th>Junk Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrot</td>
<td>Cotton candy</td>
</tr>
<tr>
<td>Apple</td>
<td>French fries</td>
</tr>
<tr>
<td>Fish</td>
<td>Potato chips</td>
</tr>
<tr>
<td>Blueberries</td>
<td>Soda pop</td>
</tr>
<tr>
<td>Grapes</td>
<td>Candy</td>
</tr>
<tr>
<td>Yogurt</td>
<td>Popcorn</td>
</tr>
<tr>
<td>Banana</td>
<td>Cheeseburgers</td>
</tr>
<tr>
<td>Almonds</td>
<td>Chocolate sundae</td>
</tr>
<tr>
<td>Milk</td>
<td>Sugar cookies</td>
</tr>
</tbody>
</table>
Rock ’n’ Roll P. B. ’n’ J.
by Mark Burrows

Solo
I’ve got some bread.
I’ve got some peanut butter.
I’ve got some jelly.
I’ve got my Rock ’n’ Roll P. B. ’n’ J.

All answer
Yeah, yeah.
Yeah, yeah.
Yeah, yeah.
I’ve got my Rock ’n’ Roll P. B. ’n’ J.

I’ve got some milk.
I’ve got a glass.
I’ve got a crazy straw.
I’ve got my Rock ’n’ Roll milk and my P. B. ’n’ J.

I’ve got some lettuce.
I’ve got some carrots.
I’ve got tomatoes.
I’ve got my Rock ’n’ Roll salad, got my Rock ’n’ Roll milk, got my Rock ’n’ Roll P. B. ’n’ J.

Yeah, yeah.
Yeah, yeah.
Yeah, yeah.
I’ve got my Rock ’n’ Roll milk and my P. B. ’n’ J.

I’ve got my Rock ’n’ Roll salad, got my Rock ’n’ Roll milk, got my Rock ’n’ Roll P. B. ’n’ J.
Rock 'n' Roll P. B. 'n' J.

Words and Music by
Mark Burrows

Rock 'n' Roll \( \frac{\text{m}}{\text{s}} = 152 \)

\(
\begin{align*}
\text{Solo} & \quad \text{All} \\
I've got some bread. & \quad \text{Yeah, yeah...}
\end{align*}
\)

\(
\begin{align*}
\text{Solo} & \quad \text{All} \\
I've got some peanut butter. & \quad \text{Yeah, yeah...}
\end{align*}
\)

\(
\begin{align*}
\text{Solo} & \quad \text{All} \\
I've got my Rock 'n' Roll P. B. 'n' J. & \quad \\
I've got my Rock 'n' Roll P. B. 'n' J. & \quad \\
I've got some milk. & \quad \text{Yeah, yeah...}
\end{align*}
\)

\(
\begin{align*}
\text{Solo} & \quad \text{All} \\
I've got a glass. & \quad \text{Yeah, yeah...}
\end{align*}
\)

\(
\begin{align*}
\text{Solo} & \quad \text{All} \\
crazy straw. & \quad \text{Yeah, yeah...}
\end{align*}
\)

\text{I've got my Rock 'n' Roll milk and my}

---

From Totally Twisted by Mark Burrows © 2009 Heritage Music Press, a division of The Lorenz Corporation. Permission to reproduce this song is granted for single-classroom use to the original purchaser.
P. B. ’n’ J. I’ve got my Rock ’n’ Roll milk and my P. B. ’n’ J.

All

I’ve got some lettuce. Yeah, yeah.

Solo

I’ve got some carrots. Yeah, yeah.

Solo

I’ve got tomatoes. Yeah, yeah.

All

I’ve got my Rock ’n’ Roll salad, got my Rock ’n’ Roll milk, got my Rock ’n’ Roll P. B. ’n’ J.

All

I’ve got my Rock ’n’ Roll salad, got my Rock ’n’ Roll milk, got my Rock ’n’ Roll P. B. ’n’ J.
To begin, have the students sit with you in a circle. Teach the students each part one at a time. Start by having the students chant the text in rhythm. Next have them chant the rhythm while performing body percussion such as pats or claps.

Once each of the parts has been learned, divide the students into five groups and assign each group one of the parts. Distribute rhythm instruments to everyone each group (substituting with what you have available as necessary) and follow the suggested form below. If some students have trouble with their assigned rhythms, encourage them to speak the text softly.

**Suggested Form**
1. Start with the top part (conga/djembe).
2. Once it is secure, layer in another part every 4 measures, starting with the claves, then rattle, then cowbell, and finally the bongos.
3. When all the parts have entered, have them play for 8 measures. Consider varying the dynamic as they play. (Indicate a crescendo by raising your hand, palm up; and decrescendo by lowering your hand, palm down.)
4. End with a strong downbeat.