

Way Down Deep in the Deep Blue Sea Lesson Plan

Recommended Grades: Pre-K – Grade 1

This first lesson plan of *Sing Me a Story*, *Play Me a Book* introduces students to steady beat, singing in a group, and call & response. This book is one of three books written by Jan Peck that follow the same rhythmic patterns and story line. The large pictures make the books perfect for story time, and the steady beat is contagious. The returning title phrase easily turns into a song to help you and your students experience the joy of singing together.

Duration: Part I - 35 min, Part II - 35 min (70 min total)
Optional Vocabulary Extension Lesson Additional 20 min

Objectives:

- Students will be able to respond to the conductor/teacher and sing on pitch and in rhythm while maintaining a steady beat.
- Students will be able to retell the story with key details and descriptions of major events, demonstrating comprehension of the story.
- Students will know the musical terms steady beat, rhythm, and call & response.
- Students will be able to make predictions and connections throughout the story.
- Students will be able to sing phrases fluently with distinct expression and diction.

National Core Arts Standards: Music

Standards for Grades K and 1

Anchor Standard 1, Creating: Generate and conceptualize artistic ideas and work.

Grade K

MU: Cr1.1.K

- a. With guidance, explore and experience music concepts (**such as beat and melodic contour**).
- b. With guidance, generate musical ideas (**such as movements** or motives).

Grade 1

MU: Cr1.1.1

- a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

Anchor Standard 4, Performing: Select, analyze, and interpret artistic work for presentation.

Grade K

MU: Pr4.2.K

- a. With guidance, explore and demonstrate awareness of music contrasts (such as **high/low**, loud/soft, same/different) in a variety of music selected for performance.

Grade 1

MU:Pr4.2.1

- a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
- b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

Common Core Standards for English Language Arts*

Excerpted from *Sing Me a Story*, a workshop led by Deborah Sunya Moore:
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Reading Standards for Literature

Key Ideas and Details

RL.1.1: Ask and answer questions about key details in a text.

RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3: Describe characters, settings, and major events in a story, using key details.

Integration of Knowledge and Ideas

RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.

Range of Reading and Level of Text Complexity

RL.K.10: Actively engage in group reading activities with purpose and understanding

Speaking and Listening Standards

Comprehension and Collaboration

SL.1.2: Ask and [answer](#) questions about key details in a [text](#) read aloud or information presented orally or through other media.

Presentation of Knowledge and Ideas

SL.1.4: Ask and [answer](#) questions about key details in a [text](#) read aloud or information presented orally or through other media.

*taken from Grade 1 standards

Materials:

- Book: *Way Down Deep in the Deep Blue Sea*, by Jan Peck; illustrated by Valeria Petrone
- A large piece of paper or board to write on
- Writing utensil
- Instruments or found sounds such as pencils, trash cans, etc.

Procedure Part I:

Identify if steps are before, during or after reading.	Macro Steps – big picture steps that you are teaching students.	Micro Steps – step-by-step instructions that detail what students are doing.	Time – in minutes.
<i>Before Reading</i> Step #1	Help students make connections (activate schema) and predictions by showing the book cover and asking questions.	<p><i>Please tell or show...</i></p> <ul style="list-style-type: none"> • Where does it look like this story is taking place? Why? • Who might this story be about? • What do you think the boy might see in the sea? • Have you ever been in the sea? What did you see? 	4 min
Step #2	Introduce elements of music <i>steady beat, rhythm, and echo singing.</i>	Pat a steady beat on your legs and have students do it with you – this beat does not change. As students are patting the beat, sing “Way down deep in the deep blue sea” to any tune or pitch that is comfortable (interval of minor 3 rd is easy for children – visit your school’s music specialist if you want to learn more!) Have students echo this sentence/rhythmic pattern with their voices. Define rhythm and steady beat, explaining that the steady beat never changes, but rhythm patterns of short and long sounds and rests can change over the steady beat.	4 min
Step #3	Introduce the element of music/form <i>Call and Response.</i>	Sing “Way Down Deep...” with only the syllable “la” instead of the words and explain that this is the CALL. Students should respond by singing and/or signing “Way down deep in the deep blue sea.” (If signing, still encourage singing pitches) Let them know that this will happen throughout the story – they’ll need to listen for your “Call” and be ready to respond!	1 min
Step #4	Teach and practice second <i>Call and Response.</i>	Your Call is saying “ <i>Ready toooo...</i> ” The students’ Response is to say “Swim away.” It’s good to practice it with both a high and low pitch.	1 min

During Reading Step #5	Read (and sing!) the book together.	Start with a steady beat and begin reading the book to the steady beat once it is established. Give visual cues to alert students when it is their turn to answer your calls. Close with one more “Way down deep” call and response at the end of the story. Note that it is helpful to have an assistant in charge of prompting students to pat the steady beat on their legs as you will be busy turning pages.	4 min
Step #6	Have students make predictions about the ending.	Stop the steady beat and story at the words “Good-bye shark!” and ask students what they think will happen next.	1 min
Step #7		Start the steady beat again and continue reading to the end of the story.	2 min
After Reading Step #8	Check for comprehension.	Ask students to describe what happened at the end of the book. Where was the boy this whole time? What did he find?	3 min
Step #9	Lead students in recalling details.	Use prompts such as: <ul style="list-style-type: none"> • The boy started his adventure by looking for something.... • How did he feel (scared, brave, nervous, excited)? • Where did he say he was? • What did he meet on his adventure (prompt with pictures as needed)? • At the end of the story, what did we find out that was a surprise? 	5 min
Step #10 Individual Assessment Opportunity	Practice and assess individual progress for elements of music <i>echo and pitch</i> and fluency.	Review the tune (called <i>melody</i> in music) you made up for “Way down deep in the deep blue sea.” Explain to students that you will sing the actual words now (instead of the syllable “la”) and that the students should try to echo (imitate) you. Practice changing the pitch you start on, increasing the tempo (speed) of the music, and altering the expression/mood of your singing. With a real or play microphone (could be a prop such as a pen), sing your “Way Down Deep” phrase into the microphone and have an	5 min

		individual student echo into the microphone. Use the Pitch and Fluency sections of the Observation Form (page 22) to assess each student's performance (it is helpful if a teaching assistant does this while you focus on the fun of the game).	
Optional Step #11	Strengthen music skills and recall details/characters.	Sing (same melody is fine) " <i>What did you see in the deep blue sea?</i> " and ask students to raise their hands if they would like to answer and sing back " <i>I saw a _____ in the deep blue sea.</i> " This step is not necessary but is a good way to introduce students to beginning improvisation and singing alone (not just with others) in a call and response form.	
Step # 12 Discussion (Pre-K – Grade 1)	Lead Student Reflection	Ask questions such as: How do you feel about what we did today? How did the boy feel at the end of the story? What do you know about music that you didn't know before? What did you do well today? What was difficult for you? How did singing help you be expressive with your voice? What questions do you still have about the story? About music? Could you pretend to take an adventure like this boy did? Why or why not? What happened at the beginning, middle, and end of the story?	5 min

Procedure Part II:

Step #1	Rhythmic Review.	Have students echo the "Way down deep in the deep blue sea" phrase in a variety of ways now that it is familiar. Have them clap the rhythm without words and say it with the syllables "ta ta ta ti-ti ta ta ta" noting that <i>the syllables "ti-ti" are twice as fast</i> . Also practice clapping and counting it (1 2 3 4 & 1 2 3 rest) – all out loud!	5 min
Step #2	Introduce Writing Rhythms (rhythmic notation).	Write the "Way Down Deep" phrase/words out in one line on the board. Put one note head above each	5 min

		<p>word (a dark filled in circle). Add vertical stems to make quarter notes (ta) and stems with a line connecting them for eighth notes (ti-ti).</p> <p style="text-align: center;">  Quarter Note </p> <p style="text-align: center;">  Eighth Notes </p> <p>Add a quarter rest after “sea” or the last “ta.” Say the rhythm several times while pointing to the notes. Explain that we read music in the same way/direction as we read words! Take away the words and simply write on the rhythm with the quarter and eighth notes. Add a bar line after “in the” - the bar line shows us to start counting back at 1 again. Have the students complete the worksheet with you for note-writing practice. See the completed worksheet if you have questions! (page 25)</p>	
Step #3	Introduce reading the rhythms that students have just written.	Play the “Way down deep” rhythm on a percussion instrument. Create other rhythms from this phrase such as “Deep Blue Sea (rest).” You can do this as a class for Pre-K through K and individually on the worksheets for Grades 1 and 2. (page 24)	10 min
Step #4	Practice the rhythms students have written.	Have students practice saying different parts/phrases. As students practice the new parts, have them clap or play rhythms on the percussion instruments.	5 min
Step #5		Lead students in practicing several parts together (start with just two parts at a time!). It will be helpful if you keep a steady beat for the students on a loud trash can or drum. When they can play them together, have this new percussion ensemble perform. Experiment with your class and have fun making up the music.	10 min

Excerpted from *Sing Me a Story*, a workshop led by Deborah Sunya Moore:
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		Make sure that students are saying the phrases so that you can continue to work on expressive speaking and fluency.	
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Vocabulary Extension (20 minutes)

- 1) Read the book together without the steady beat. Have students look for action words/verbs such as spy, giddy-up, peek-a-boo, do-si-do, tag, touché, and gleaming.
- 2) Write the words on the board as the class identifies them and have students sketch pictures of the actions.
- 3) Model acting out one of the words/actions and have the class do it with you.
- 4) Ask for volunteers to act out each word and then have the whole class do the action together.
- 5) Review the whole list by calling the words out in a different order and having the class quickly do the appropriate action.

Teaching Assistant/Paraprofessional Task List:

- ✓ Be ready to give visual/partial physical/full physical help to individual students – an example of this would be working “hand over hand” to help students pat or clap a steady beat.
- ✓ Walk around the student circle and be ready to assist during participation points.
- ✓ Document by taking pictures/video for lesson leader (if allowed).
- ✓ Help hand out and gather materials.

Observation Form: Way Down Deep in the Deep Blue Sea

**This form serves as a sample Observation Form that can be used for all other lessons in the unit. Simply adjust the elements of music and language arts as needed.*

Student Name _____

Class _____

Date _____

Observer _____

1) Pitch

Yes	Some	No
(2 pts)	(1 pt)	(0 pts)

Student echoes correct pitches

— — —

Student can change pitches according to leader's Call

— — —

2) Steady Beat/Rhythm

Student can keep a steady beat while singing/participating

— — —

Student can sing/play back echoed rhythm accurately

— — —

3) Fluency

Student can sing/speak with clear expression and diction

— — —

Student can increase the tempo of phrases in response to the leader

— — —

4) Comprehension

Student can describe through (circle one)

drawing writing dancing telling (other) _____,

the beginning, middle and end of the story

— — —

Student can recall details of the story setting and characters

— — —

Total _____

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Assessment Rubric: *Way Down Deep in the Deep Blue Sea*

Student's Name _____

Student:	Excellent	Good	Average	Below Average
understands steady beat, and rhythm, understands the form call & response				
participated fully in music and story activities				
echoed correct pitches				
echoed phrases fluently				
summarized main events				
wrote legible quarter notes, eighth notes, and quarter rest				

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WAY DOWN DEEP WORKSHEET

Name _____

Write a note above each word in the phrase "Way down deep in the deep blue sea." Say the phrase with your teacher to figure out where the pair of eighth notes go (they move twice as fast as the quarter notes).



Quarter Note (Use this note over 6 different single words)



Eighth Notes (Use this set of notes over a set of two words)



Quarter Note Rest (Use this once at the end)

Write a note above each word.

Way down deep in the deep blue sea.

Create your own phrase to sing. Write it in this box with the appropriate notes above the words!

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WAY DOWN DEEP WORKSHEET – COMPLETED FOR TEACHER

Write a note above each word. Say the phrase with your teacher to figure out where the pair of eighth notes go (they move twice as fast).



Quarter Note (Use this note over 6 different single words)



Eighth Notes (Use this set of notes over a set of two words)



Quarter Note Rest (Use this once at the end)



Way down deep in the deep blue sea.

(Count it like this)

1 2 3 4 and 1 2 3 rest