

Facilitation Guide

The Circulatory Song Wit & Wisdom FQT2



EXPERIENCE OVERVIEW

This brain-based mnemonic device helps students understand and gain long-term retention of how the healthy circulatory system functions.

Standards

COMMON CORE STATE STANDARDS

CCSS.ELA-Literacy.RI.4.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.3 – Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

NATIONAL ARTS STANDARDS

MU:Cr1.1.4a – Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).

Getting Ready

LEARNING OBJECTIVE

- Students will explore the circulatory system functions using a mnemonic device to deepen their understanding and retention.

FOCUSING QUESTION 2

- What is a great heart, literally?

FOCUSING QUESTION TASK 2 PROMPT

- Gather evidence about a literal great heart, and explain what it means to have a literal great heart by writing an informative paragraph with a focus statement, evidence and elaboration, and a conclusion.

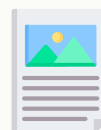
ARTS INTEGRATION MATERIALS



↓
**CONCEPT
MAP**



🔗
**VIDEO
PLAYLIST**



↓
LYRICS



🔗
MATERIALS
GOOGLE FOLDER



🔗
REFLECTION

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TEACH

Implementation

1. Share The Circulatory Song lyrics with students and invite them to follow along while playing the video of Claudia Zanes modeling the melody (printable version on the following page).
2. This song aims to function as a mnemonic device to support students in mastering the content of heart's anatomy. Notice the simple beat made by the clapping of hands or tapping your desk, table, or lap. Therefore, no instruments are required.
3. As students listen, ask them to annotate the lyrics for where they see evidence for how a healthy circulatory system works from the text The Circulatory Story.
4. Point out that in this song, we're using rhyming couplets, two lines that rhyme, followed by a hook / chorus.
5. Rehearse the song with your students so they can memorize the content. For the chorus, it might be fun to have one side of the room sing "H-E-A-R-T" and the other side responds with "That's a hard working heart" and "And it keeps on beating beautifully."
6. Invite students to share their renditions of the song on the classroom stage.



VIDEO TUTORIAL



VIDEO TUTORIAL



VIDEO TUTORIAL



LYRICS

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Create Songs

Show students the ABAB Song Example (found on page following directions) based on the module's Hellen Keller biography. Have students identify the ABAB rhyme and text evidence the songwriter used.

Personal Connections

To further integrate the heart-based characteristics, further utilize ABAB songwriting, and help students apply this knowledge and skillset to their experiences beyond the classroom, encourage them to write another song about a person with a great heart from their own lives using evidence from their own interactions. Provide students with the musician's example included in the resources below for reference.