



Science



Literacy

WATER CYCLE BRACELET

Grade Level

1-5

Length of Lesson

45 minutes

Objective

By the end of the lesson, students will have a better understanding of the water cycle.

Materials

- Yarn or pipe cleaner
- Colored Beads

Standards

Common Core

Language Arts:
CCSS.ELA-
Literacy.RI.3.3;
RI.3.7; SL.3.1;
W.3.2

NGSS

Earth's Systems: 2-
ESS2-3

Lesson Summary

This lesson is designed to give students a hands-on art activity that shows the different parts of the water cycle! The activity uses 10 beads that represent the water cycle, showing the paths water takes through its various states (solid, liquid, and vapor) as it moves throughout Earth's systems (oceans, atmosphere, ground water, rain, streams, etc.).

Suggested Sequence of Events:

1. Read the book [Water Dance](#) by Thomas Locker to introduce your students to the water cycle!
2. Read through the IL AITC Water Ag Mag to learn more about water. Interactive versions can be found on our website.
3. Complete the activity following the procedures:
 - Give each student a piece of yarn, leather, rope, or a pipe cleaner. To save time, put a pipe cleaner and one of each color bead in a snack size baggie to hand out.
 - Explain that each colored bead represents a different stage of water in the water cycle and share what each color represents.
 - Ask the students to string one of each colored bead on their bracelet. Tell them to string the beads in any order they like.
 - Have them put their bracelets around their wrists and secure them.
4. After the bracelets are complete, ask the students to show and explain their personal water cycle to you and/or a friend. For example, if their beads are in the following order: clouds, puddles, plants, etc., the students explain that the water started in the clouds, then it rained and fell into puddles on the sidewalk, then the water evaporated and collected on the plants overnight. Each student will have a different water story to tell.

TEACHER RESOURCES

Bead Colors and Representations:

- Sun (yellow) – the sun is the source of all energy on earth and powers the water cycle.
- Water Vapor (clear) – the part of the water cycle where water is suspended in the air or is steam and humidity.
- Clouds (gray) – when water vapor condenses but is still in the air.
- Rain (sparkling clear) – moisture from clouds falls to the earth as a liquid.
- Snow (white) – moisture falling as a liquid in the frozen state.
- Erosion (brown) – rain causes erosion where soil is unprotected by vegetation. Soil particles are suspended in the water runoff.
- Oceans (dark blue) – the Earth's weather factory. Moisture evaporates from the oceans by the sun's heat and is carried around the Earth by winds.
- Lakes (sparkling blue) – Collects water from streams, and also evaporates water into the atmosphere.
- Puddles (sparkling brown) – rainwater collects in low spots, streets, and sidewalks,. Puddles evaporate or go into storm sewers.
- Plants (green) – Plants take in water through roots and evaporate water into the atmosphere through leaves – a process called transpiration.

Extension Ideas:

- Have students partner up and explain their partner's water cycle bracelet.
- Have students write a short summary describing the water cycle.
- Have students draw a comic strip following a drop of water through the water cycle. Introduce or strengthen the use of descriptive language.
- Talk more about all the places water can go.
- For upper grades, dig deeper with the three states of matter and introduce molecules.
- Learn more about water use around the world. How can we sustain clean water? How can we eliminate wasting water? What are the types of water pollution? Why is it important to keep our water clean? What does it take to clean our water?
- Invite someone from your local water treatment center in to talk with the class.
- Go to agintheclassroom.org to contact your County Literacy Coordinator for free classroom sets of our Ag Mags!

