



Science



Literacy

# CIRCLE OF EARTH BRACELET

## Grade Level

K-4

## Length of Lesson

30 minutes

## Objective

After completing this lesson, students will better understand the inter-connected “circles” of the life systems on Earth.

## Materials Needed:

- 1 pipe cleaner per student
- 1 small clear pony bead (people)
- 1 small blue pony bead (water)
- 1 small green pony bead (plants)
- 1 small brown pony bead (soil)
- 1 small orange pony bead (day)
- 1 small black pony bead (night)
- 1 small white pony bead (air)
- 1 small yellow pony bead (sun)
- 1 small red pony bead (animals)

## Standards

### Common Core

Language Arts: CCSS.ELA-Literacy.RI.4.3; RI.4.4; RI.4.5; RF.4.3a

### NGSS

3-LS2-1; 3-LS4-3; 3-LS4-4; 3-LS1-1; 3-LS3-1; 3-LS3-2; 3-LESS2-1; 3-ESS3-1; 4-LS1-1; 5-ESS3-1

## Lesson Summary

This lesson is designed to help students recognize the important resources our Planet Earth provides us. Students will learn about protecting the planet and will be more prepared for Earth Day!

## Suggested Sequence of Events:

1. Listen to “[Earth: Where Would we be Without It?](#)” by Kathleen Kranking to get students thinking about protecting the Earth.
2. Pre-Activity Discussion:
  - Pass out materials to each students
  - Talk about what the beads represent
  - Blue: Water is a circle. Water rains down on land. Water collects in oceans, rivers, lakes, and streams. It evaporates back up into the sky and collects in clouds. The clouds become heavy, and rain falls down to land again.
  - Green and Brown: Plants and soil are circles. Plants grow from soil. Plants provide food for animals.
  - Red: Animals provide food for other animals. Animals die and decompose. New soil is made. New plants grow.
  - Black and Orange: Earth is a circle. Earth is spinning through space, rotating on its axis, revolving around the sun. The Earth and sun give us the circle of the seasons and the circle of night (black) and day (orange).
  - White: Air is a circle. Animals breathe in oxygen and exhale carbon dioxide. Plants take in carbon dioxide, use it to make food, and give off oxygen. Animals breathe it in again.
  - Yellow: The sun is a circle. The sun provides warmth for light for all of the Earth’s circles. Without the sun, plants and animals would not survive. The sun binds us together.
  - Clear: People move in circles. The earth provides us with everything we need to survive. The survival of our planet hinges on how well we, the people, are stewards of Earth’s resources.
3. Complete the activity following the procedures:
  - String the colored beads on to the pipe cleaner to represent the circles of the Earth.
  - String opposite end of the pipe cleaner back through the clear “People” bead. Now your clear “People” bead is an adjuster for the bracelet since everything “hinges” on the people.

# TEACHER RESOURCES

## Extension Ideas:

- Read “[Earth Day Hooray!](#)” By Stuart J. Murphy to learn more about recycling.
  - Have a discussion about recycling. Talk about different ways you can help recycle.
  - Take a field trip to a park and have students help clean it up.
- Bring in items that can or can’t be recycled. Have students vote on if the items are recyclable or trash.
- Have students play [Recycle Round Up](#) on National Geographic Kids to further their recycling knowledge while playing a fun online sorting game!
- Teach students consumption, conservation, and preservation.
  - Divide your students into 3 groups and pass out a small piece of candy to each student
  - Tell Group 1 that they may eat their candy. They represent consumption – the utilization of the resource.
  - Tell Group 2 that they have to make their candy last by unwrapping it slowly, eating small bites, licking on it, savoring it, etc. They represent conservation – the careful use of the resource.
  - Tell Group 3 that they get to admire their candy but they cannot eat it. Ask them to admire the wrapper, the shape, the smell, etc. They represent preservation – saving of the resource for the future.
  - Let all students eat their candy when you’re done.
- Read “[The ABCs of Habitats](#)” by Bobbie Kalman to help students learn more about natural animal habitats.
- Go on a nature walk.
  - Upper Grade Levels: Have students take a nature notebook with them to keep track of the things they see or find on their walk. After the walk, have students write a paragraph about their findings.
  - Lower Grade Levels: Talk about different animals or plants you see as you are walking. After the walk, have students draw a picture of something they saw.
  - Allow both grade levels to share their work with a partner and/or the rest of the class.

