

Water Cycle Bracelets

Subject: Science

Level: Pre-K through 8

MATERIALS (per student)

- 12 – 14" piece of leather cording (pipe cleaners work great for younger students)
- 1 small yellow pony bead = sun
- 1 small clear pony bead = water vapor
- 1 small gray pony bead = clouds
- 1 small sparkling clear pony bead = rain
- 1 small white pony bead = snow
- 1 small brown pony bead = erosion
- 1 small dark blue pony bead = oceans
- 1 small sparkling blue pony bead = lakes
- 1 small sparkling brown pony bead = puddles
- 1 small green pony bead = plants
- 1 small light blue pony bead = ground water

PROCEDURE

Water Cycle Bracelets are a fun activity that uses beads to represent the water cycle (hydrologic cycle).

1. Explain to the students that each colored bead represents the various stages of the water in the Earth's systems.
 - Sun (Yellow) – the sun is the source of all energy and powers the water cycle
 - Water Vapor (clear) – the part of the water cycle where water is suspended in the air
 - Clouds (gray) – condensed water vapor still in the air
 - Rain(sparkling clear) – moisture from clouds falls to earth as a liquid (precipitation)
 - Snow(white) – moisture falling as a liquid in its frozen state (precipitation)
 - Erosion(brown) – rain causes erosion where soil particles are suspended in the water run off
 - Oceans (dark blue) – Moisture evaporates from the oceans by the sun's heat and is carried around by the Earth's winds
 - Lakes (sparkling blue) – collects water from streams and where water also evaporates into the atmosphere
 - Puddles (sparkling brown) – rainwater collects in low spots, streets, sidewalks and also collects pollutants. Puddles evaporate or run off
 - Plants (green) – take in water through roots and evaporate water into the atmosphere through leaves (transpiration)
 - Groundwater – (light blue) – water that collects below the surface
2. Tie a knot at one end of the cording.
3. Have the students string one of each colored bead on their bracelets. They may string them on in any order they wish.

EXPLORATIONS AND EXTENSIONS

Add English Language Arts to the lesson by having them write a story or poem about the water cycle on their bracelet.

GRADE LEVEL EXPECTATIONS

Pre-K: Science

26. Describe weather and its daily changes (PK-CS-ES2) (ESS-E-A4)

Kindergarten: Science

1. Ask questions about objects and events in the environment (SI-E-A1)
30. Distinguish between areas of Earth covered by land and water (ESS-E-A2)

First Grade: Science

1. Ask questions about objects and events in the environment (SI-E-A1)
2. Pose questions that can be answered by using students' own observations and scientific knowledge (SI-E-A1)
37. Illustrate how water changes from one form to another (ESS-E-A3)

Second Grade: Science

1. Ask questions about objects and events in the environment (SI-E-A1)
44. Give examples of how the Sun affects Earth's processes (e.g. weather, water cycle) (ESS-E-B5)

Third Grade: Science

48. Identify examples of the processes of a water cycle (e.g., evaporation, condensation, precipitation, collection of runoff)(ESS-E-A3)

Fourth Grade: Science

58. Draw, label and explain the components of a water cycle(EDD-E-A3)

Fifth Grade: Science

46. Identify and explain the interaction of the processes of the water cycle (ESS-M-C6)

51. Describe naturally occurring cycles and identify where they are found (SE-M-A-7)

Sixth Grade: Earth & Space Science

46. Identify ways people can reuse, recycle, and reduce the use of resources to improve and protect the quality of life (SE-M-A6)

Eighth Grade: Earth & Space Science

23. Explain the processes of evaporation, condensation, precipitation, infiltration, transpiration and sublimation as they relate to the water cycle (ESS-M-A10)

24. Investigate and explain how given factors affect the rate of water movement in the water cycle(ESS-M-A10)

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