

The Water Cycle Bracelet

Grade Level: 2

Strand: Understanding Earth and Space Systems

Topic: Air and Water in the Environment

Specific Expectation:

The students will be able to understand and recall the steps involved in the water cycle, by creating the water cycle bracelet. Students will be able to recognize evidence of the water cycle and relate what they have learned to ordinary experience (Ministry of Education Science and Technology Curriculum Booklet).

Materials Needed

Seven beads: two royal or light blue, one navy blue, one green, one yellow, one clear, and one white; elastic beading cord with knot already tied at one end; little Ziploc bags labeled with each child's name used to store bracelet; little containers to store beads (one colour of bead per container)

Procedure

- Explain to students that they will be learning about the water cycle. Ask them what they already know about this cycle.
- Tell them that you have a way for them to easily remember the steps of the cycle. Hold up the bracelet for them to see.
- Explain to them that each bead is a symbol for a step in the water cycle and that they will have the chance to make their own bracelet.
- Tell them that making the bracelet is a week long project. Only one or two beads will be placed on their beading cord per day since not all of the steps will be introduced at one time. By the end of the week, all concepts will have been introduced, and all beads will be strung onto their bracelets. At this point, their bracelets can be worn and brought home.
- Tell them that today, they will be placing a royal blue bead on their cords.
- Hand out the elastic beading cords to each student, along with the name labeled Ziploc bags.
- Pass around a container of royal blue beads, and tell them to string it on their cords, and then to place their bracelet into the Ziploc with their name on it. Either have the students to place the bag on the corner of their desks, or you may collect them if you wish.
- Question the students why they think you asked them to put the royal blue bead on the cord. "What does the blue bead symbolize?" Give them clues. For example, "_____, _____ go away, come again another day!"
- Explain that the blue bead symbolizes rain, which is a form of precipitation. Discuss definition and the types of precipitation.
- Follow up with other activities to reinforce this concept (See Follow-up Activities/Resources)
- Explain that each day more beads will be added to explain the steps in the cycle.
- Everyday, hand out each child's Ziploc bag, and have them add the bead that symbolizes the concept you will be talking about. Some beads may be introduced on the same day. For example, the navy blue bead, and the green bead, which both symbolize 'collection', collection of water by bodies of water, and collection of water by plants, grass, trees, and the ground. Before adding the new bead however, have the students tell you what the beads that are already on their bracelets symbolize or represent. Also, at the end of the discussion of the new concept, have them tell you the steps by looking at their beads
- Once the last bead has been strung on, they may put the bracelet on. Have them go through all the steps with you. They can point to each bead as they explain the water cycle.
- Ask them to show their bracelet to a family member when they get home, and to explain the steps of the water cycle.
- Encourage the students to wear their bracelets to class.

Water Cycle Bracelet

Royal blue- rain- **precipitation**

Navy blue- lakes, rivers, puddles- **collection**

Green- plants, grass- **collection**

Yellow- sun

Sparkly clear- water vapor- **evaporation** and **transpiration**

White- clouds- **condensation**

Royal blue- rain-**precipitation** (the cycle starts over!)



Scientific Principle

- Precipitation- Occurs when there is so much water vapour in the air that it cannot be held by the clouds anymore and it falls to the ground in the form of rain, snow, hail or sleet.
- Collection- When water falls back to earth as precipitation, it may fall back into the oceans, lakes, rivers, or it may end up on the ground
- Evaporation- Occurs when the sun heats up water and turns it into vapour or steam. The water vapour leaves bodies of waters i.e. lakes, rivers, oceans, puddles etc. and goes into the air.
- Transpiration: The process where plants lose water out of their leaves in the form of vapour.
- Condensation- When the water vapour in the air gets cold and changes back into liquid and forms clouds.

References

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<http://teachers.net/gazette/MAY02/crafts.html>

www.littlegiraffes.com/weather.html

Definitions

www.kidszone.we/water/index.html

Opportunities and Other Considerations

- [PowerPoint Presentation](#)
- [Kid Pix Slide 1](#)
- [Kid Pix Slide 2](#)