Water Cycle Chant Lesson Details - 10 minutes

Begin this brief introduction to the water cycle by asking the students:

*Where does the water in a river come from? Where does water in a river go?*

Briefly introduce words - precipitation, condensation, evaporation, and the water cycle. Have students repeat this chant after you with action:

*The water cycle goes up and down,*
*The water cycle goes round and round,*
*Precipitation! (hands raining)*
*Evaporation! (hands rising)*
*Condensation! (hands gathering)*
*Precipitation! (hands raining)*
*Ridgetops (arms and hands together in a point on top of the head)*
*Headwaters (hands on head)*
*Branches (arms out at sides)*
*Mainstem (arms at sides)*
*Estuary (arms like cradling a baby)*
*Ocean (hands like rolling over waves)*
*Evaporation! (hands rising)*
*Condensation! (hands gathering)*
*Precipitation! (hands raining)*

Start slowly and then repeat several times going faster each time.

Water Cycle Bracelet Lesson Details - 25 minutes

**STEP ONE.** Using a poster or other visual aid, introduce the water cycle with the students. Ask them questions such as

*Where do you find water? Where does water go?*

Related water demos can be used to supplement the lesson to add to their experience with the properties of water.

**STEP TWO.** Discuss the simple physical properties of water including the forms of liquid, ice, and steam. Talk about the water flowing and how living things use water.

**STEP THREE.** Review the steps of the water cycle - Clouds, Rain, soaked into the earth, flows into rivers and lakes, sucked up by plants, the sun causes photosynthesis and evaporation and the water rises as a gas and forms clouds ready to rain again.

**STEP FOUR.** After discussion it is time to build the bracelet.

**STEP FIVE.** Building the bracelet: Use a pipe cleaner and bend one end to keep the beads from sliding off.

**STEP SIX.** Start with a white bead, (condensation/the clouds), then a light blue bead (precipitation/the rain), then a brown bead (the earth where the rain lands), darker blue for rivers and lakes, green bead for the plants, then a yellow bead (the sun is shining on the earth), then a clear bead (evaporation), then another white bead (the water is again in the clouds).

**STEP SEVEN.** After the beads have been assembled into the proper order, the students can connect the two ends of the pipe cleaner to form a bracelet.

**Wrap up and evaluation.**

Have the students tell you or other students the steps of the water cycle as they show their bracelet.