

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.