**Earth Bracelets**

**Grade Level(s)**

K-2

**Estimated Time**

30 minutes

**Purpose**

Students will explore what all living things need in order to survive through the creation of a life bracelet.

**Materials**

* Blue beads (water)
* Yellow beads (sun)
* Brown beads (soil)
* Clear beads (air)
* String (that won’t fray)
* Book of choice (Farming through the seasons, Do you want to grow a taco, My Family’s Farm series, etc.)

**Vocabulary**

**Plant-** Roots originate from the lower portion of a **plant** and they are in the soil. Their functions are to absorb nutrients and moisture, anchor the **plant** in the soil, support the stem, and store food such as carrots. In some **plants**, they can be used for propagation.

**Agriculture-** the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products. FOOD, FIBER and FUEL!

**Germination-** seed growth

**Interest Approach – Engagement**

1. Introduction (warm up activity- names)
2. What do you think the word agriculture means?
3. Who grows our food? How do they grow our food?

**Background - Agricultural Connections**

Plants need water, soil, sun and air to grow.

**Procedures**

Read a book (Farming through the seasons, Do you want to grow a taco, My Family’s Farm series, etc.)

Step 1: Pass out the supplies

Step 2: Have the students guess what each color represents.

* Begin with the soil bead. Explain to the students that the first step is to plant the seed in the soil.
* Have the students guess what the other beads represent (water, sun and air).
* Help tie the bracelets.
* Wrap up with a review and a take home sheet.

**Organization Affiliation**

Linn County Farm Bureau

**Education Content Standards**

Science:

* Develop models to describe that organisms have unique and diverse lifecycles but all have in common birth, growth, reproduction, and death. (3-LS-1)
* Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. (4-LS-1)
* 3-LS1-1
* Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
* Support an argument that plants get the materials they need for growth chiefly from air and water. (5-LS-1)

## Iowa Core Standards

* Understand and apply knowledge of organisms and their environment. (S.3 -5.LS.1)
* Identify and generate questions that can be answered through scientific investigations. (S.3 -5.SI.1)

## Common Core Connections

Language: Anchor Standards

* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.CCRA.L.1)
* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-LITERACY.CCRA.L.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-LITERACY.CCRA.L.1 )Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.