

Life Bracelets

Grade Level(s)

PreK-KG

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

Links:

Website with virtual resources: www.linncoag.com -2020/21 virtual learning-drop down tab-February

Instructional video: [Life bracelets! - YouTube](#)

Book read aloud: How did that get in my lunch box? By Chris Butterworth and Lucia Gaggiotto <https://www.youtube.com/watch?v=dhVKIm5yItk>

Worksheets:

Bracelet review worksheet

Other:

Blue beads (water)

Yellow beads (sun)

Brown beads (soil)

Clear beads (air)

String (that won't fray)

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)
 - Go around the room saying your name and a food that begins with the first letter of your name.
2. What do you think the word agriculture means?
3. Who grows our food? How do they grow our food?

Background - Agricultural Connections

Living things can grow, move and change. Living things need the essentials to survive air, water, food, and sunlight. There are many things found on a farm, some living and some non-living. Farms are different across Iowa, the US, and the world. Some farmers raise many types of plants and animals, while other specialize in just one or two things.

Procedures

Watch the instructional video, link above!

Read the book “How did that get in my lunch box?”

(<https://www.youtube.com/watch?v=dhVKIm5yItk>)

- What types of food were in the lunch box?
- Where did the food come from?
- How did the farmers grow the food?
- What do plants need to survive and grow?

Step 1: Pass out the beads and string/pipe cleaner.

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 sheet. Instruct the students to connect the bead color to the picture it represents. Color the pictures and practice spelling soil, sun, air and water.

Author

Morgan Hibbs, Linn County Farm Bureau

Iowa Core Standards

K-LS1-1 Use observations to describe patterns of what plants and animals need to survive.

Agriculture Literacy Outcomes

T2.K-2.c Identify examples of feed/food products eaten by animals and people.

T1.K-2.c Identify natural resources