

Circle Round and Round

Students will learn that there are cycles in nature.

Objectives:

Students will be able to name three different cycles that occur in the Everglades. Students will be able to name at least three different Everglades plants and/or animals and explain which cycles affect them and how.

Materials:

Enough copies of the pictures provided in this activity - Circle Round and Round, so each student will have one, the alphabet picture cards included in this guide, and safety pins - one per student.

Methods:

Play as you would "Ring Around the Rosy".

Subjects

Music, Science, P.E.

Duration:

30 - 45 minutes

Location:

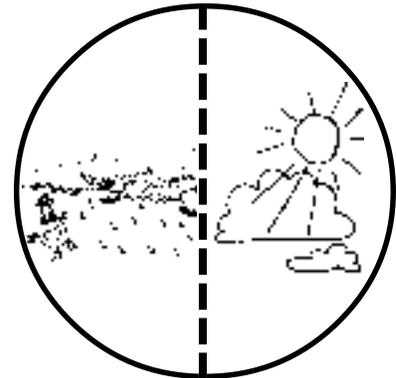
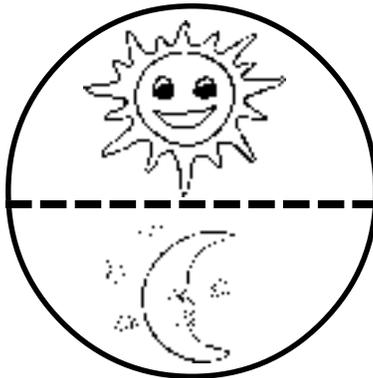
Outdoors, classroom, gym, or cafeteria.

Related Activities:

Gar, Gar, Gator, Nature Hunt, Everglades ABC's

Florida Sunshine State Standards:

SC.H.2.1.1



Background

Many things in nature occur in cycles (circles). We experience the cycle of night and day every 24 hours. Plants photosynthesize (make food) during the day, and stop food processing at night. At the seashore, high tides and low tides occur daily, affecting many animals that live in tide pools including clams, crabs, and starfish. In South Florida, we don't have four seasons like most other states. Instead we have two seasons: the wet (or rainy) season, and the dry season. Many wading bird species in South Florida nest during the dry season, as the food they need to feed their young becomes highly concentrated in the drying alligator holes, ponds, and sloughs found in the Everglades. Other animal life cycles often observed in nature include butterflies, moths, grasshoppers, and frogs.

Procedure

1. Make enough copies of the cycle pictures on the following pages so one picture can be pinned to each student. With a class of 24 you will need four copies of each page.
2. Explain what cycles in nature are.
3. Form one big circle.
4. Tell your students you will call out part of a cycle. The students with that picture will step into the center of the circle. The students in the center must then call out the other part of their cycle. For example: You call out "night". The "night" students step in the circle and call out "day". The "day" students also step into the center of the circle, forming an inner circle.
5. Once you have a complete cycle in the center of the circle,

have both inner and outer circles start turning while they sing the appropriate song to the tune of "Ring Around The Rosy".

Day and Night

Ring around the circle,
Ring around the cycle.
Day time, night time.
We all join hands.

Wet and Dry

Ring around the circle,
Ring around the cycle.
Wet season, dry season,
We all join hands.

High and Low

Ring around the circle,
Ring around the cycle.
High tide, low tide,
We all join hands.

After the students sing the verse, each circle of students should join hands. Have students continue circling and sing the song one more time. After the song has been sung twice, the inner circle moves back into the outer circle. The teacher then calls out another part of a cycle (i.e. "wet") and continues the activity until all the cycles have been recognized.

Extension

Ask students to name some cycles that occur in nature. Examples may include tadpoles to frogs, caterpillars to butterflies, seeds to flowers, eggs to birds etc. Do any of these cycles affect humans? Have one student select and name an Everglades plant or animal from the alphabet cards. Have the student show the class the card and then have the rest of the class figure out what cycles may affect that species. Have students draw another cycle and change the words to the song accordingly.



Red Mangrove
with seed pods
and prop roots

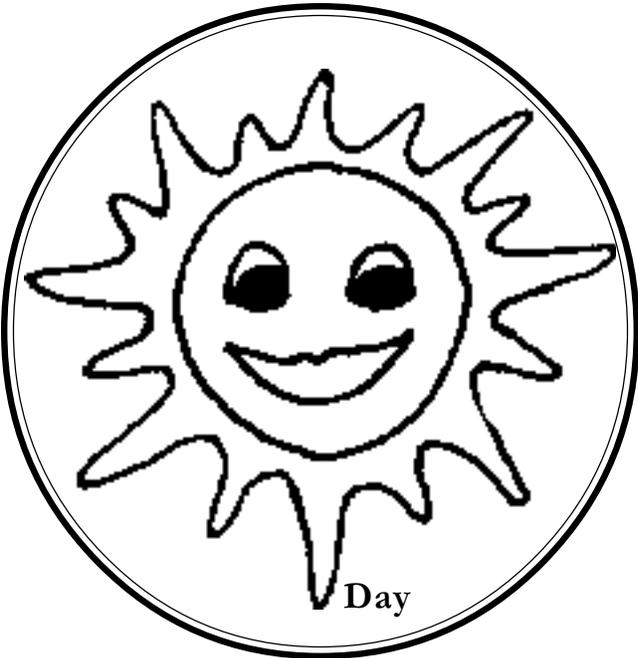
Important Words

circle
cycle
day time
night time
dry season
wet season
high tide
low tide
photosynthesis

Cycle Pictures



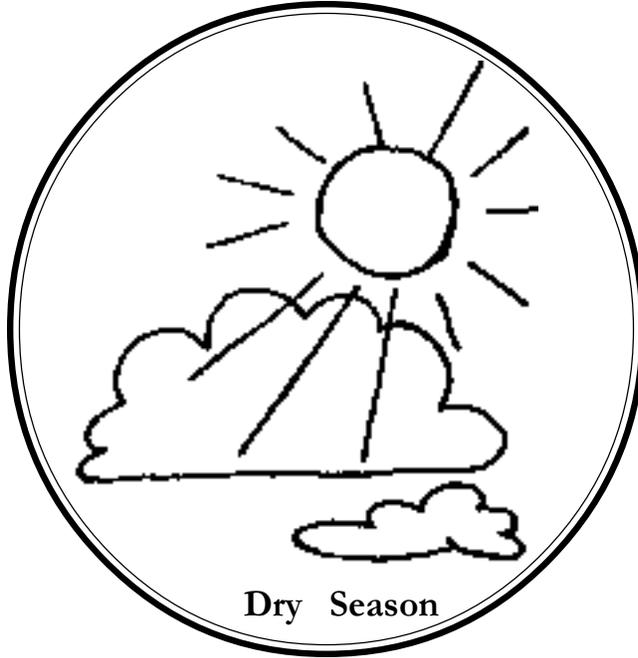
Night



Day



Wet Season



Dry Season

Cycle Pictures

