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Jack Be Nimble *(cont.)*

Science Lesson

Materials

- copy of the Candle Web (page 113)
- copy of Jack Be Nimble (page 94)
- parent letter (page 100)
- assorted candles, 2 per student
- sticky notes
- chart paper and butcher paper

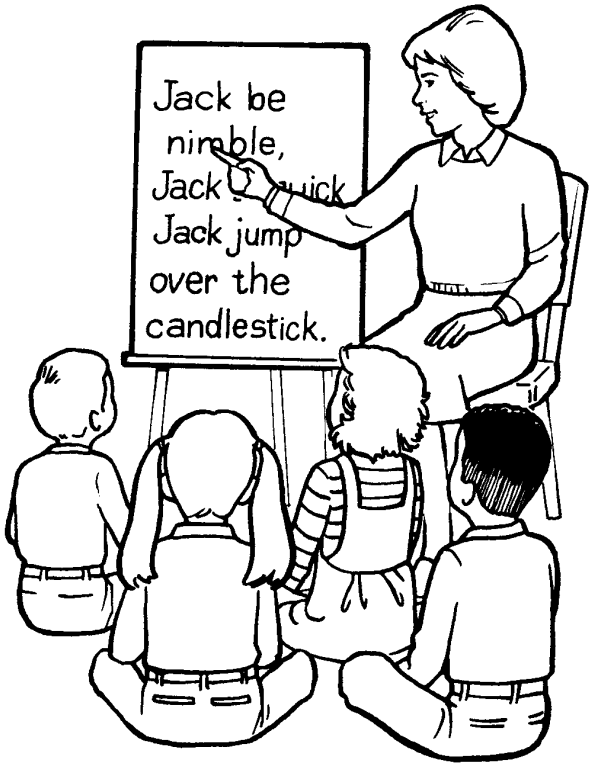
Before the Lesson

1. Copy the nursery rhyme onto chart paper. Display the enlarged version in the classroom. Read "Jack Be Nimble" to the class, tracking the words as you read.
2. Copy the parent letter for each child to take home approximately one week before beginning the lesson. The letter requests each child to bring one or two candles to school for use in this lesson. The candles can be any size, shape, or color and will be returned after the lesson.
3. Prepare the butcher paper for the lesson by drawing a candle in the center of it. This will be used later as a web for candle properties. (See the example on page 113.)

Safety Note: Remind students never to play with matches and that only adults should light candles.

Procedure

1. Read the nursery rhyme "Jack Be Nimble" to the class. Read the nursery rhyme again, using a larger version of this nursery rhyme shown on page 94. This will allow you to track the words as you read them.
2. Ask the students to lay the candles that they have brought from home in the central part of the lesson area so that all students can view them.
3. Review the meaning of the word *properties* as a scientific meaning prior to asking students, "What are some properties of these candles that are the same?" As the students answer, write their answers on sticky notes so that they can apply their answers to the chart paper, creating a web of candle properties.
4. If time allows, choose a larger candle and allow students time to try jumping over it. Do not light the candle.
   Remind students never to play with lighted candles.



Jack Be Nimble *(cont.)*

Science Lesson *(cont.)*

5. Draw lines from the candle in the center of the butcher paper to each sticky note that the students apply. Ask, "How do some of these properties change when I light the candle?" (Light a birthday candle and let it melt enough so that students can see the change taking place.) Explain to the students that candles are made of wax and that wax can change from a solid form to a liquid form which then returns to a solid form again.
6. Ask, "If we wanted to sort these candles into groups, into what kinds of groups could we sort them?" Take ideas relating to *size*, *color*, *texture*, or *weight*. Begin with size, such as small candles, medium candles, and large candles. Ask for a volunteer to find all of the candles that would fit under the property of *small* and put them together. Do the same for the *medium* and *large* candles. Ask, "Are there other ways that we can sort the candles?" Try as many ways as time will allow.
7. Divide the class into approximately five groups. Give each group a handful of candles (depending on how many were brought for the lesson), and ask them to sort the candles by a particular property, but to keep it a secret. At the end of five minutes have each group show how they sorted their candles but not tell which property they were sorting. The rest of the class will try to figure out how that group sorted their candles. When someone figures it out, another group gets to share until all groups have had an opportunity to share their methods.