



**Summary:** This process book describes the steps of turning wax into candles.

**Author:** Meish Goldish

**Content Area:** Science

**Topic:** How Things Are Made



## VOCABULARY

### Domain-Specific Vocabulary

- \* **fuel** (p. 22) – to supply a source of energy to keep a fire burning
- \* **paraffin wax** (p. 6) – a soft, white material that forms when gasoline is made
- \* **stearin** (p. 15) – a white powder used to harden wax
- \* **wick** (p. 10) – the twisted string running through a candle that soaks up melted wax and burns when lit

## CHALLENGING BOOK FEATURES

**Content:** Students may have difficulty understanding the process of heating and cooling that is part of turning wax into candles. Explain that just as liquid water is frozen to become solid ice, liquid paraffin wax is cooled to become solid wax candles. When the candles are then heated, they become liquid again.

**Vocabulary:** Some of the domain-specific vocabulary may be unfamiliar.

## SUPPORTIVE BOOK FEATURES

**Text Features:** The photographs help children understand difficult words and visualize the steps in making candles. Hard words are defined in the glossary. Headings clue readers as to what each page will be about.



## PREPARING TO READ

**Read the title with students and discuss the cover photo.**

**Look at the table of contents on p. 3. Ask:**

- \* What do you already know about making candles?
- \* What new information do you think we will find in this book?
- \* What are some words related to making candles that we might find?

## DEVELOPING COMPREHENSION STRATEGIES

**Monitoring Comprehension:** Explain to students that as they read nonfiction texts, they should be making sure that they understand each sentence and how it fits together with the text as a whole. Prompt students as they read:

- \* *Did you understand that?*
- \* *Check before moving on.*
- \* *Make sure you are understanding!*
- \* *If you didn't understand, go back and reread.*

## DEVELOPING PHONICS AND WORD-SOLVING STRATEGIES

**Suffixes:** Remind students that a suffix comes at the end of a word and changes the meaning of the word. Some familiar suffixes at this level are -ed (the past tense suffix), -ing (the present tense suffix), and plural -s and -es.

- \* Ask students to look at p. 18 and state the suffix in the title "Removing and Cleaning."
- \* Ask students to find this suffix in the first sentence on the page.
- \* Have students continue reading pp. 18-19 and identify any other suffixes that they find.

## DEVELOPING FLUENCY

**Reading with Expression:** Direct students to p. 9 in the book. Model how you read aloud the "Did you know?" box, using a voice that shows that the information is interesting. Have students echo the sentence after you, with appropriate intonation and expression. Ask students to read the "Did you know?" box on p. 13 to a partner, making sure their voice makes the text sound interesting.

**Oral Language/Conversation:** Have students turn to pp. 14-15. Ask: What do you notice about the photographs on this page? What does the paraffin wax look like here? Lead a discussion comparing the melted paraffin wax to the completed candles.

**Extending Meaning through Writing:** Ask students to complete a flowchart with the stages of production from wax to finished candle.

**Other Books:** Students can read other books in the How It's Made series, including *From Wheat to Challah*, *From Vine to Grape Juice*, *From Olives to Olive Oil*, *From Hive to Honey*, and *From Wool to Tallis*.