



MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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NEWSLETTER

13th September 2021

"I can do things you cannot, you can do things I cannot; together we can do great things."

Mother Teresa

To All In Our Learning Community,

As term 3 draws to a close, I would like to share with you a reflection and prayer written by Keana in Year 5. This learning was in response to our Mother Teresa Feast Day celebrations. Her reflection caused me to stop and think about my own understanding faith and prayer in today's world. Theologian Didier Pollefeyt says, "Christianity isn't the answer to all our questions, but a question to all our answers." For me, Keana's prayer and reflection on the life of Mother Teresa encompass a sense of questioning and wrestling with the challenges that life brings, and the role faith can play in it. I also noticed how she has expressed not only her faith in God but also the vulnerability of human beings;

"Mother Teresa chose to trust God above all else, and she ended up doing some amazing things. To put that kind of trust in someone, is something that I admire about her. I guess the Mandala is about, trusting God with your life, because he will always do what is best for you. And even though you don't know what will happen once you reach the end of that path, at least you were able to say you were able to live your life with God. And wherever that path may lead you, just know that it will be amazing. And know that your life would have been worth living for. Because you trusted God.

My prayer – I trust in Him, have faith in Him, and He has led me here.

Helped me walk the path of life and He has led me here.

Through all my challenges and worries, He has led me here.

Through all the joy and happiness, he has led me here.

And now my soul shall finally rest, in happiness, in joy and in peace,

Because He has brought me here."

Keana, Yr. 5

I wonder what Keana's prayer and reflection makes you think about? How might it connect with your own story? What makes you say that?

Kind regards,

Amy

This Week's Happenings

Monday 13th September

Kids Helpline – Yr. 5&6

Colleen Monaghan –

Mathematical Consultant F-2

Tuesday 14th September

Kids Helpline – Yr. 5&6

Author Workshop – Jane Godwin F-2

Wednesday 15th September

Kids Helpline – Yr. 5&6

Staff PL – Faith and Life inquiry

Thursday 16th September

Kids Helpline – Yr. 5&6

Friday 17th September

End of Term 3

Lockdown ~ Remote learning

We await decisions from the State Government in regards to Term 4 arrangements. We continue to follow the health advice of the State Government and families will be notified when announcements are made. We thank all the parents and carers who continue to support students in engaging in remote learning at home. We trust that all families remain safe at home over the holidays period.

QR code, Masks and 1.5 social distancing

Please note you are required to register through using our QR code when you enter our school building. During the day access is only possible via Windrock Ave and our reception area where a QR code is also located. Masks are required to be worn inside and outside.

Your ongoing support of our learning community for the health and welling of all in our community is appreciated.

Re-enrolment 2022

In order to plan effectively for our 2022 school year, families are asked to complete and return a reenrolment form that can be accessed via our Skoolbag App. The re enrolment process is an important one as it assists in preparation for learning spaces particularly given that we have demand for places in a number of year levels for 2022.

If you are an existing family with a child preparing to start school next year, you would have received a letter of offer via email last week, for Foundation enrolment for 2022. If you have not already done so could you please sign and email your acceptance to info@motherteresa.catholic.edu.au.

Foundation – School Nursing Program Forms

Families with a child in Foundation this year recently received an invitation for their child to be seen by a nurse from the School Nursing program. These forms can be returned to school when we return from the current lockdown.

Confirmation and Eucharist Celebrations update

Due to current lockdown restrictions, celebrations for the Sacraments of Confirmation and Eucharist have been postponed. We hope to be able to celebrate these in November, pending on State Government announcements. Details confirming times and dates for these Sacraments will be forwarded once confirmed in Term 4.

Where to find mental health support during this lockdown

“Just because no one else can heal or do your inner work for you doesn’t mean you can, should, or need to do it alone.” — Lisa Olivera

Kidshelpline Any reason anytime 1800 55 180

<https://kidshelpline.com.au/>

Parentline- Parentline is a phone service for parents and carers of children from birth to 18 years old. They offer confidential and anonymous counselling and support on parenting issues.

<https://services.dffh.vic.gov.au/parentline>

Beyond Blue They provide free translation support provided for those that don’t speak English.

<https://coronavirus.beyondblue.org.au/>

Cool Kids Online Anxiety Program – Free

This engaging, interactive online program for 7 to 12 year olds allows parents and children to work together to learn strategies to help manage anxiety.

https://mqedu.qualtrics.com/jfe/form/SV_bezXwMRe2remOjP

Free Meditations in Arabic

Smiling Mind is a unique tool developed by psychologists and educators to help bring balance to your life. It can take as little as 10 minutes a day. There are now available meditations in Arabic. You can find these meditation under ‘Other languages’.

Smiling Mind is free to use and can be downloaded from the **App Store** or **Google Play**.

<https://apps.apple.com/au/app/smiling-mind/id560442518>

Mini Vinnies – Drop in and Chat outreach

The Mini Vinnies leaders have been meeting over the last few weeks on Microsoft Teams. Through their dialogue they have been organising ways for students across our learning community to be able to meet, to extend outreach to others. Below is a message from Keana on behalf of Mini Vinnies about the Drop in and Chat sessions they will continue to run during lockdown.

A chance to catch up

As all of you know, the lockdown that we are currently in gives students less of a chance to talk and communicate with friends. As a result, the Minnie Vinnies group has come up with a solution.

What we are organising is a Microsoft Teams meeting that allows students and their friends to jump onto, and at these meets they will be playing games and chat. We believe that will definitely be something that students will enjoy, as many students don't have any way of communicating with their friends besides with the Microsoft Teams meetings we already do.

Each meeting will be about 30 minutes long, and the students can chat and socialize with each other, while still following the Agreed Ways. To run effectively we are limiting the meetings to about 15 students. To register you must **complete a Google Form** that will be sent out by Mrs Leahy via email. This week we will be running the **Drop in and Chat** on Thursday for Foundation-2 children.

Minnie Vinnies member and Mrs Leahy will be there the entire time, running games and facilitating chat. This will be a fun opportunity for all to talk, chat and have fun! If you have any questions, please contact Mrs Leahy – amy.leahy@motherteresa.catholic.edu.au

What's Happening in the Learning Spaces

“Parents should be educated in the language of schooling, so that the home and school can share the expectations, and the child does not have to live in two worlds – with little understanding between the home and the school”. John Hattie, 2009

Foundation - Year 2 Learning Spaces

“The changing environment offers an incredible opportunity. In fact, the opportunity to learn about, notice, anticipate, observe and record.” – Kath Murdoch 2018

As **researchers**, we will explore the story of objects by finding new and old objects that we are **curious** about. We will find out about the story behind the object by identifying how old the object might be, where the object came from and what might the object be used for. As **inquirers and historians** we will have time and opportunity to explore how we can help people in the future find out about the past. We will collect objects we think that will help people in the future find out about how we play now.

As **readers and hermeneutical learners**, we have read the Pentecost Story (2:1-6, 14, 22b-23, 32-33) and discovered that the followers of Jesus broke bread together, prayed together, shared their possessions and spent time together. They were empowered to do so through the power of the Holy Spirit. In this way they became the first Christians and created a community of believers in Jesus. As **researchers**, we will observe pictures of Catholic believers engaging in Mass. We will use the thinking routine **See-Think-Wonder** to share our thinking. As **hermeneutical learners** we will **dialogue with others** about how Catholic believers gather together to pray. We will **reflect critically** and **make our own connections** to our own faith and worldviews.

As **readers**, we will continue to engage in a variety of texts to practice and consolidate our reading strategies using PMeCollection. Some of us will also be engaging in author workshops with **Jane Godwin** and **Adam Wallace** where we will be looking at how characters and picture story books are

created. We will engage in an *Author Study* on Jane Godwin where we will explore a range of stories she has written and respond to the stories in various ways. We will explore settings, plots and characters that Jane Godwin has created and response by identifying how the story makes us feel or think.

As **writers** and **thinkers**, we will use seeds to help us provoke our thinking and we will use our five senses, sight, smell, listen, taste and touch to help us generate ideas for these seeds. We will use adjectives to help us add detail to our thinking. Some of us will use the colourful semantic prompts to help us create sentences.

As **mathematicians** we are **finding out** about the mathematical thinking concept of time and exploring time durations and telling the time. As **thinkers**, we will watch videos and engage in a variety of resources to help us find out about how to tell the time on digital and analogue clocks. Some of us will engage in worded problems to help us identify the duration of events. We will engage in a variety of learning experiences where we will make connections to our real lives.

Holiday Learning Opportunities

During the holidays, please continue to engage in practicing Sight Words, reading on PMeCollection and engaging in your counting focus daily. You can also use Story Box to engage in a range of stories.

We would like to thank you for continued support during Term 3. We hope you have a restful two weeks and we look forward to engaging with you all again in Term 4.

Miss Nicol, Mrs Brooks, Miss Chayeb, Mrs Scott, Mrs Smith, Miss Sparano, Mrs Mangat, Miss De Marco, Miss Caiafa and Miss Willey

Year 3 – 4 Learning Spaces

“The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover. To create people who are capable of doing new things.” Jean Piaget

This week we have been **sorting out** our **understandings** about our **compelling question** ‘*How have explorations of the past impacted our lives today?*’ Students had the **time** and **opportunity** to **engage** in **dialogue** to **collaboratively make meaning** with each other. They **reflected critically** about the understanding, ‘*Past explorations have had positive and negative impacts on the lives of people today*’ by considering the questions; ‘what where the positive and negative impacts of exploration?’ and ‘who might have been impacted the most?’ We will make our thinking visible using the digital tool Google Jamboard. We will begin to **tune into** to our Faith and Life inquiry compelling question for Term 4 - ‘What is the role of the arts in communities?’ by **activating our prior knowledge and wondering about the question**, ‘What makes something art?’

As **hermeneutical learners** we will **extend our thinking** about the scriptures from the Acts of the Apostles to **reflect critically** about what these scriptures could mean for us in the world today. As **thinkers and hermeneutical learners** we will **tune in** to [Fratelli Tutti](#). Fratelli Tutti is a letter from Pope Francis written to Catholics across the world. A letter from the Pope is called an **encyclical**. To reflect critically we need to **ask ourselves questions to think critically about the message of Pope Francis**. We will use the thinking routine *Think-Puzzle-Explore* **be curious and reflect critically** about why we think the Pope wrote this letter, what is message does he have for the world and why we think he is saying it?

As **writers** we have engaged in literacy workshops with children’s authors Adam Wallace, Jane Godwin and Michael Wagner. With Adam we focused on **techniques** they could use in illustrations to create a wide range of facial expressions by making small changes to a basic face. Jane introduced us to the **concept** of *memory mining*, a **strategy** where we reflect on a memory and modify it to be the basis of a story. She also showed us the **collaborative** process between author and illustrator needed to create a published book. Michael taught us the technique of using the *five senses* to add **description** to our writing and the instant plot machine to quickly generate a structure for narrative writing. We will have

time and opportunity to practice these skills and strategies as we engage in literacy learning throughout the week.

We continue to **inquire into** our **mathematical understanding** about **probability**. We will engage in learning opportunities to **find out** and **sort** out our thinking. Some of us will look at the chance of the numbers 1-12 coming up when adding the sum of two dice, by playing the game 'Take away twelve'. We **sort out** our thinking by **comparing** and **contrasting** the **predicted** results with the **actual** result. We **reflect** on the importance of the number of trials when conducting probability experiments. As **statisticians** some of us will **investigate** a range of **data displays** that we can use. Data displays can include **bar graphs, dot plots and pictographs**. We will **reflect** on which data displays are best suited for different sorts of information what information. Some of us will choose a data display to **publish** our **findings** from the data we have been collecting over the past weeks.

Year 5 – 6 Learning Spaces

As researchers, Year 6 learners will be engaging with Kids Helpline in the session, *Transition to High School*. We will have the **opportunity** to find out **strategies** for making friends, coping with change, and sharing concerns and worries. Along with this opportunity, Year 5 learners will engage in dialogue about the different coping strategies and opportunities that may support them as they transition to year 6.

As writers we are continuing to strategically engage in learning opportunities from **Michael Wagner's - Description Journal**. We are strengthening the thinking moves **activating prior knowledge, connection making, identifying new ideas** and **wondering** through a variety of thinking routines to assist us to shape our thinking. In particular we are using the images from our Description Journal as 'seeds' in our Writer's Notebook as well as to practice our descriptive writing purpose.

As part of our reading, we will continue to explore the biographies of inspirational people including **Bruce Lee and Audrey Hepburn** who have made an impact on our world. We will engage in the thinking moves **identifying new ideas, connection making** and **raising questions** through the thinking routine **Think-Puzzle-Explore**.

As **curious** and **flexible** mathematical thinkers some of us are engaging in learning opportunities related to algebraic thinking and some of us will be engaging in learning related to **shape, volume and capacity**. As mathematical thinkers we are engaging in the thinking move **reasoning with evidence**, and thinking about the strategies we are using to help us solve the questions and as part of documenting our thinking showing the **strategies** that we use to help us.

Visual Arts

In Visual Arts last week, our learning goal was to use the medium of paper. As we explored and through the **finding out** phase of the inquiry process, the different ways paper can be used and how to use paper building techniques. As artists we used these skills and techniques in a variety of ways, producing many different paper sculptures. We **reflected** on our successes and challenges when using paper.



A success for me was doing the swirls.
A particular challenge for me was the rainbow I made.

Sophie



Physical Education

"Everyone's a winner when you try your best"

In Physical Education remote learning opportunities, this week we will be engaging in learning with a major focus on **target games**.

We will all have the opportunity to engage in a target game called Bocce. Bocce is a game where 2 players or teams verse one another to see who can roll their ball and have it land as close as possible to a target. In the game of Bocce the target is called the *pallina* or the *jack*. This is a great game for the whole family to play and enjoy.

While we all engage in the same target game, as learners we will reflect on specific skills and strategies. In Years Foundation-2 we will reflect on which type of throw was the best to use in this game and why? In Years 3&4 we will reflect on how they made sure that their ball was the closest to the jack at the end of the game. In Years 5&6 we will reflect on different strategies and tactics that they can use in Bocce that can transfer to any type of target game.



Last week some of us practised the skills connected to long jump. When reflecting on her long jump learning, **Georgia** said, *"I am proud of the way I kept trying to improve my long jump. My longest jump was 1.6 meters"*.

When reflecting on his long jump learning, **Benjamin** said, *"I am proud of the way I challenged myself to try and go longer with my jumps every time. I was persistent and my longest jump was 1.4 meters"*.

When reflecting on her long jump, **Chloe** said, *"My longest jump was 125cm. I am proud of trying different things to go further such as squatting, and pulling my arms back. My longest jump was 125cm"*.

Sustainability Learning & Stephanie Alexander Kitchen Garden

"...young people have a new ecological sensitivity and a generous spirit, and some of them are making admirable efforts to protect the environment..." (Pope Francis, Laudato Si #209)

Pigs in Blankets



Last week our **Sustainability learners** were given the **opportunity** to **engage** in preparing a special *breakfast, lunch, dinner, snack or dessert* to celebrate a special occasion of their choice. Our learners chose different occasions to prepare a special meal that they shared with their families. Our learners prepared a variety of yummy foods including arancini, pig in blankets, cinnamon rolls, B.B.Qs, sticky date puddings, pancakes, a variety of pastas, birthday cakes, muffins and the list goes on. Congratulations to all our learners who took the time and opportunity to celebrate a special day with their families.



"I helped my mum prepare Fathers day's lunch for my dad, I set the table and helped cook the BBQ. It was fun and very yummy. A **learning asset** or **disposition** that I used was being helpful, what makes me say that is I set the table for my Mum because she was busy cooking and I helped my dad with the BBQ because it was Father's day." Adam



"A **learning asset** or **disposition** that I used was... **collaborative**.

What makes me say that is my brother, sister, mum and I all helped to make Dad's breakfast, and mum and I made the arancini together, it was a very messy job." Georgia



"On Sunday was Father's day so I helped prepare pancakes for breakfast. We set the table with plates and cutlery, placed the food in the middle of the table and shared a meal together. I was patient while I waited for all the food to be ready. I was also careful when getting things ready." Cooper



"For Father's Day my brother and I made a special dinner for our family. We set the table with a table cloth, special plates and glasses. We use candles in the middle of the table as a centrepiece. We don't have many flowers open in the garden but daisies and they stink. We made menus and place cards for everyone. On our menu for dinner we had a salad, a choice of cannelloni, Pumpkin, spinach and ricotta or meat ones (with goat's cheese instead of normal cheese). We made desert too. I made the chocolate brownie and Ethan made my dad's favourite Sticky Date pudding and butterscotch sauce. I made the jelly for the fruit as the other

dessert option.

Ethan and I wrote down everyone's drink, dinner and dessert orders. Mum helped us put everyone's order on the plates.

A **learning asset** or **disposition** that I used was **open minded**. What makes me say that is because I tried something new? I don't eat pasta with tomato sauce but I made a Goats milk ricotta and spinach cannelloni and I put a little bit of a tomato sauce and then a white sauce on it. I still don't like the tomato sauce but at least I tried it. I was very proud of how I **collaborated** with Ethan to make our special dinner." Aylen



Japanese

In **Foundation, Year One and Year Two** we will explore writing hiragana characters. As **thinkers** we will focus on words for **fruit** and what these look like in **hiragana characters**. We will learn that hiragana can be combined to make words. We will engage in being **persistent** as we use stroke order to **copy the words for fruit in hiragana characters**. As **creative thinkers** we will make our thinking visible through creating a folding screen book. The book will include illustrations of the fruit and the words labeled in Japanese.



In **Year Three and Year Four** we will explore reading and writing hiragana characters. As **thinkers** we will learn that each hiragana has its own sound and we will engage in practicing the sounds using a song called “Myu sings AIUEO”. We will engage in being **persistent** as we use stroke order to copy the hiragana characters we are learning. The hiragana focus for this week is

Sound	ra	ru	ro	ke	ni
Hiragana	ら	る	ろ	け	に

In **Year Five and Year Six** we will explore reading and writing hiragana characters. As **thinkers** we will learn that hiragana can be combined to make words and that the hiragana chart can be used as a reference to support our reading and writing.

The hiragana focus for this week is

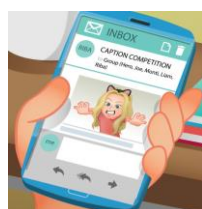
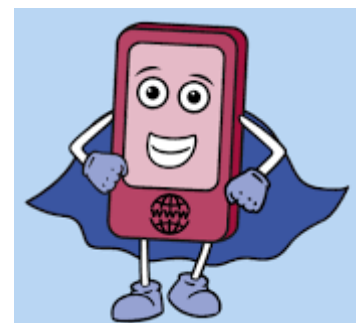
Sound	ra	ru	ro	ke	ni
Hiragana	ら	る	ろ	け	に

As **thinkers** we will locate and shade these hiragana on the hiragana chart. We will engage in being **persistent** as we use stroke order to copy the hiragana characters we are learning.

Cyber Safety

In **Foundation - Year 2** we engaged in learning where we access a website of our choice. We needed to locate three pieces of information from the website and document **reasons** why this website is a safe website to access. This helps us build our skills in **identifying** websites that are **safe to view** and how to **safely navigate** around these sites. Below are some of the reflections using the reflection stem “**I got better at...**”

- **I got better at** thinking which websites are safe. (Chloe)
- **I got better at** learning about poisons and researching online with my Mum safely. (Florence)
- **I got better at** searching safe websites. (James)



In **Year 3 & 4** we **extended our thinking** about cyberbullying. We looked at **five potential warning signs** that **identify** that a person could be being cyberbullied and **reasoned** why that could be a warning sign. We used the reflection stem, “**I am still confused about...**” to reflect on our learning.

- **I am still confused about** why people cyberbully other people because it hurts people's feelings. (Alessia)
- **I am still confused about** why people bully each other. (Maisey)
- **I am still confused about** why they would still look online even though they're upset about what they see online. (Dominic)

Following on from previous weeks learning about how our online choices affect others, in **Year 5 & 6** we engaged in learning where we looked at a collection of photos and evaluated whether they should or shouldn't share the photo. We reflected on our learning using the reflection stem, "**I am still wondering...**"

- **I am still wondering** whether there are some images that are not okay to share but seem okay to share. (Joven)
- **I am still wondering** what the point of sharing on social media is. Isn't it bragging? (Luke)
- **I am still wondering** what some of the other consequences of posting pictures online (Amilia)



Digital Technologies

"As a kid, I was always into art at the same time as computers, and eventually I realised I was making more interesting stuff with my keyboard than with my hands. I really enjoyed modifying computer games more than playing them, so that got me into programming." - Aaron Koblin

In **years Foundation - 2** we will be **thinkers** and continue the **choice** that they made between **two** different levels of **learning**. We will **continue** to **focus** on learning about **loops**, and how they can be used to **shorten** the **amount** of **code** used. These reinforce our knowledge about how to use the **repeat function** to **repeat** a **section** of **code**, and use this **coding block** in **different ways**, such as using **code** to **draw** a **picture**. **Adriana** from **LS5** shared her **thinking** on last week's **learning**; *"I can use code to solve the problem. What makes me say that is I could get the animal or person to reach the object."*

In **Years 3 and 4** will be **thinkers** and continue to **explore** the **Code.org** site. We will be **completing** the next set of **activities** of the our chosen level of **challenge**. One of these **activities** **focuses** on using the repeat code to help get a character to a goal. The other **activity** gets students to make use of **nested repeat functions** to **create** more **complex digital drawing**. **Harley** from **3/4-5** shared his **thinking** on last week's **learning**; *"It would be good to learn more about how to make dancers do specific moves on specific beats. What makes me say that is, today I learned how to use codes for dance moves and how to change the colour but they weren't on the beat I wanted it to be on."*

In **years 5 and 6** we will be **thinkers** and will **engage** in **learning** about using **loops** to **draw different shapes** on **Code.org**. After learning about **loops**, we will have **option** of **six** different **challenges** that will require **students** to make use of their new **skills**; A **Pet Name Tag**, a **Star**, a **staircase**, an **Octagon**, a **pet house** and **lines** on a **road**. **Josh** from **5/6-3** shared his **thinking** on last week's **learning**; *"The most useful part for me was reading the coding and what makes me say that is when I read the code I can understand what is going to happen next (how it will react)."*

Performing Arts

"Music can change the world because it can change people." – Bono

This week in Year Foundation, Year 1 and Year 2, we will have the time and opportunity to engage in an active listening activity. Students will be listening to the Liberty Bell composed by John Phillip Sousa. While we listen carefully to the different musical elements in this song we will **make our thinking visible** about how the **beat is moving** by **drawing a picture that represents the beat in the music**.

In Year 3 and Year 4 we will have the time and opportunity to engage in an actively listening to Astor Piazzolla - Tango Apasionado. We will then share our **thinking** and **wonderings** in **connection** to the

piece of music. To extend our thinking we might reflect on what connections we can make to the music and the artists of today. What style of music do we think it is? We will use the thinking routine *What makes me say that?* to justify our thinking.

In Year 5 and Year 6 we will have the time and opportunity to actively listen to the *Wagakki Band* and the song *Rokuchounen To Ichiya Monogatari*. We will then share their *thinking* and *wonderings* in *connection* to the piece of music. We will consider and compare the music of different nationalities. This song is performed by 8 musicians who fuse modern rock instruments with traditional Japanese instruments. We will then be *researchers* and investigate the traditional Japanese instruments that are used.

Term Three Dates

Friday 17th September

Term Three concludes

Monday 4th October

Term Four begins

The following dates are correct at the time of printing. Please read the newsletter each week and note the weekly happenings particularly in light of COVID-19 health advice.

After School Care at Mother Teresa Primary School

Watch this space throughout the term for regular updates from our Extend team!



GOODBYE TO BEING COOPED UP AND BORED! WE HAVE SOME FUN ACTIVITIES FOR YOU TO DO AT HOME!

Delicious Easy to Make Fruit Frozen Yoghurt Bark Recipe

Have the kids fall in love with this easy to make Frozen Yoghurt Bark Recipe. This fruit bark is a definite keeper. A treat all kids and adults seem to love, and it's healthy!

Ingredients:

- 16-20 oz. plain or vanilla yoghurt
- 2 Kiwi
- 4 Strawberries
- 1/3 cup Blueberries
- 1/3 cup Mango
- 1/4 cup Granola

Directions:

1. Chop all the fruit into small bite-sized pieces.
2. On a small cookie sheet covered with parchment paper, spread the yoghurt all over in an even layer.
3. Place the chopped fruit all over the top and sprinkle granola on.
4. Freeze for 2-3 hours or until frozen.
5. Break or cut large pieces off and hand out to kids or adults for a delicious, healthy snack. Eat right away or place back in freezer until ready to eat.

SCIENCE: Water on the Move

Materials needed:

- A Glass of Water
- An Empty Glass
- Paper towel

Instructions:

- Twist a couple of pieces of paper towel together until it forms something that looks a little like a piece of rope, this will be the 'wick' that will absorb and transfer the water (a bit like the wick on a candle transferring the wax to the flame).
- Place one end of the paper towels into the glass filed with water and the other into the empty glass. Watch what happens (this experiment takes a little bit of patience).