Large Group Experience - N is for Noodles — CHINA

People in China use chopsticks to eat almost everything, including rice and noodles.

Materials Needed: chart paper, marker, pictures in **Appendix 2.1**

Show children the pictures of people eating noodles with chopsticks and talk about the fact that this is how noodles are eaten in China. Ask children if they have ever eaten noodles. When, where, what kind of noodles? Did they like them? Did they eat the noodles with chopsticks or with a fork?

Invite children to clap the syllables in the word noodle. Noo (clap) dle (clap). Ask them to show you two fingers. Ask children what sound they hear at the beginning of the word 'noodle.' The letter Nn makes the /n/ sound. Write the letter Nn on chart paper. What other words can children think of that begin with the /n/ sound? (Write down any words they say...here are some suggestions: nest, new, no, nurse, nose, net, nine, nickel, neck, notebook, etc.) Are there any children in the class whose name begins with N? Write their names on the chart paper. Try switching the other children's initial letter out with the letter N to see how it sounds. For example, Bethany becomes Nethany. That's silly!

Explain that you are going to say some words aloud and that the children should listen to the sound at the beginning of each word to see if it sounds like the sound the letter Nn makes: /n/. When children hear a word that begins with the /n/ sound they should wiggle their whole body like a noodle. If children hear a word that doesn't begin with the /n/ sound they should be still.

Extension
Teach children the *I Love You Ritual*, "Jack Be a Noodle," as you dismiss to the next activity. Substitute the name Jack for each child's unique name.

Jack be a noodle (wiggle body like a noodle)
Jack be a stick (make body stiff and straight like a stick)
Jack come over and hug me quick (invite a child to come give you a hug)

Domains / Skills and Concepts	*PTLA Alignment*
Physical- showing two fingers, clapping **Language and Communication-** listening and understanding, responding to questioning Pre-Literacy- interest in print phonological- word segmenting, letter recognition, initial sounds, playing with beginning sounds poem rhyming, auditory discrimination **Cognitive**- Math- one to one correspondence, twoness; Science- how we eat different forks, utensils; Cultural/Social Studies- Chinese people use chopsticks to eat most things; Dramatic play- motions in poem **Social/Emotional**- sense of self, sense of self with others, confidence in abilities **Approaches to Learning**- willingness, eagerness, curiosity, focused attention, imagination	**3K:** 3-PD.5; 3-LLD.2,6,9,11,15, 16; 3-CD.8,10,17; 3-SED.1,8,10; 3-AL.1,2,9 **4K:** 4-PD.5; 4-LLD.2,5,8,9,14; 4-CD.7,13,19; 4-SED.1,5,7; 4-AL.1,2,15

Small Group Experience - Measuring Rice — CHINA

Rice is a very popular food in China. People use chopsticks to eat rice.

Materials Needed: plastic measuring cups and spoons (enough for each child in the group to have two), cookie sheets or trays, large container or bowl for rice, uncooked rice

Show children the uncooked rice. Ask them if they know what it is. Ask them if they have eaten it before. Did they like it? Give each child a few grains of rice. Ask them to give you some words that describe the grains of rice. For example: Little, small, tiny, hard, white. Explain that what they're looking at is uncooked rice. When rice is cooked it becomes softer. Ask if they think rice would be easy or hard to eat with chopsticks. Why?

Explain to children that they will be measuring rice. Scoop one cup of rice. Tell children that it is one cup of rice. Then choose a smaller size measuring cup (½, ⅓, or ¼). Ask children if they think the whole cupful will fit into the smaller cup and why. Pour the one cup of rice into the smaller cup (do this over a tray or cooking sheet). What happens? It overflows. Why?

Were the children's predictions correct? The biggest cup holds more rice than the smaller one. Next, fill a ½, ⅓, or ¼ cup with rice and then say that you are going to pour it into the one cup size measuring cup. Ask the children if they think that rice will fit into the larger measuring cup. If so, why? Pour the rice. Did it fill the bigger cup completely? No.

Ask the children to predict how many more of the small measuring cups of rice it will take to fill the bigger size. Tell them that there is a hint printed on the smaller size cup. Show them the ½, ⅓, or ¼ written on the smaller cups. If the cup has ½ on it, then it will take 2 cups to fill the one cup size. If the smaller cup has a ⅓ on it, then it will take 3 cupfuls to fill the one cup size. If the smaller cup has a ¼ written on it, then it will take 4 cupfuls to fill the one cup size. Invite children to scoop and pour. They can use the measuring spoons to scoop rice and pour into their cups. Remind them to pour OVER the cookie sheet or tray. As children work, ask them questions like: which is your biggest cup, which is your smallest cup? Can you read the hints on the cups? How many small cups did it take to fill up your largest cup?

You can also invite children to pour rice into ziplock bags and compare the weight of their bags. Do the largest cupfuls of rice make the bags heavier than the smaller cupfuls of rice? Why?
**Watch to see if when children pour from larger cups into smaller cups they stop pouring when the smaller cup is full. This means that they have an understanding of conservation. If not, they are pouring to excess and need more practice pouring. Provide them with lots of opportunities to pour in your classroom.*

Younger children: Demonstrate how to pour over the cookie sheets or trays.
Older children: Invite them to write down their predictions and/or the fractions that they were working with.
Explain to them that when they are measuring and reading the hints on the cups that they are doing big math. They are working with fractions.

Domains / Skills and Concepts	*PTLA Alignment*
Physical- scooping and pouring. **Language and Communication-** scoop, pour, fraction, China, rice, responding to questioning, recalling previous knowledge, increasing vocabulary; Pre-writing-writing numerals, interest in print **Cognitive**- Math- fractions, more, less, empty, full, spatial relationships, mathematical predictions, conservation; Science- cause and effect, properties of rice; Cultural/Social Studies-people in China eat rice with chopsticks **Social/Emotional**- following simple directions, confidence, impulse control, social skills to participate in groups **Approaches to Learning**- problem solving, focus and concentration, eagerness, information seeking	**3K:** 3-PD.5,6; 3-LLD.6,9; 3-CD.3,10,13,17; 3-SED.6,10; 3-AL.1,2,9,11 **4K:** 4-PD.5,6; 4-LLD.5,8; 4-CD.3,6,13,17,19; 4-SED.7,12; 4-AL.3,11,15