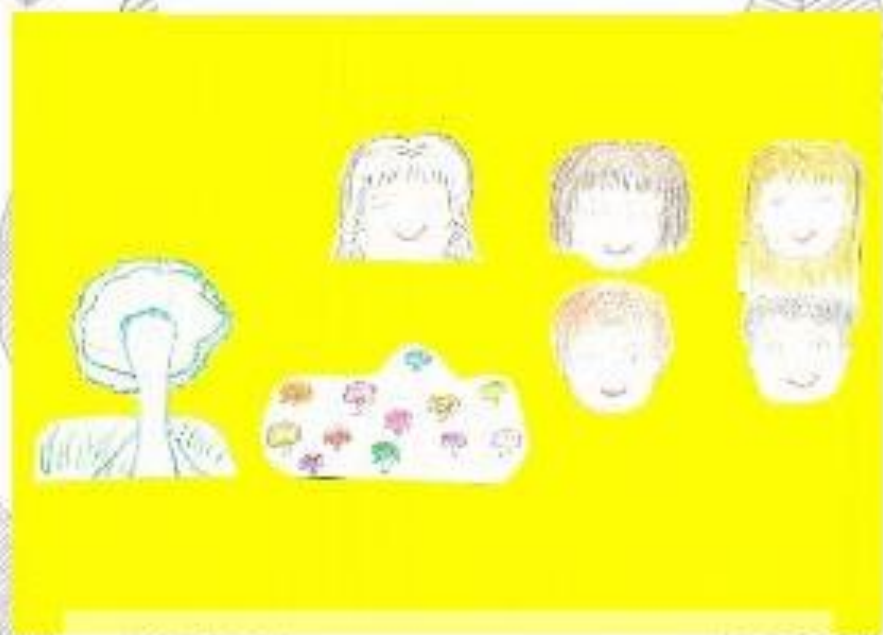




My Colorful Day
精彩的一天

By Dezi Zheng

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The RISE Project, Tufts University
Medford, MA

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We hope you enjoy...

My Colorful Day shares a story of a young girl, who enjoyed her day outside with her friends, in which the author of the book (Dezi) reminisces about her childhood. My Colorful Day and other similar stories were written by Head Start parents, family advocates and teachers as part of the RISE project's Home-School Collaboration (HSC), which represents a core component of the project at Tufts University. HSC in RISE highlights the importance of immigrant families' contributions to their children's learning, the value of a school curriculum that reflects children's existing knowledge and prior experience, and the importance of respectful, trusting, and non-hierarchical relationships between parents and teachers.

The stories allow us to find numerous science, technology, and engineering (STE) connections in children's daily lives, drawn from their children's familiar experiences with families and in their communities. Each story can be used as a "good start activity," which leads to a set of learning experiences that encourage children to use science and engineering practices to deepen and extend their understanding of a science or engineering concept as they engage with it over time. By reading these stories with children, you share cultural experiences within the classroom, children's different languages, and make connections between the STE experiences in children's school and home lives.

At the end of each story, you will find suggested learning experiences to engage children in the STE that is part of our everyday lives. Beginning with BIG Ideas related to the stories, we provide descriptions of learning experiences that deepen, connect, and extend the STE ideas explored in each book. These suggestions are meant as a jumping off point. We hope you'll be inspired to develop your own STE learning opportunities!

If you would like more information about the RISE project,
please visit <http://rise.as.tufts.edu/>



I am inside the house.
I have nothing to do.
I am bored.



今天我在家里没事干，
觉得有点无聊。



What a beautiful day!
I want to go out to meet some
friends and play with them.

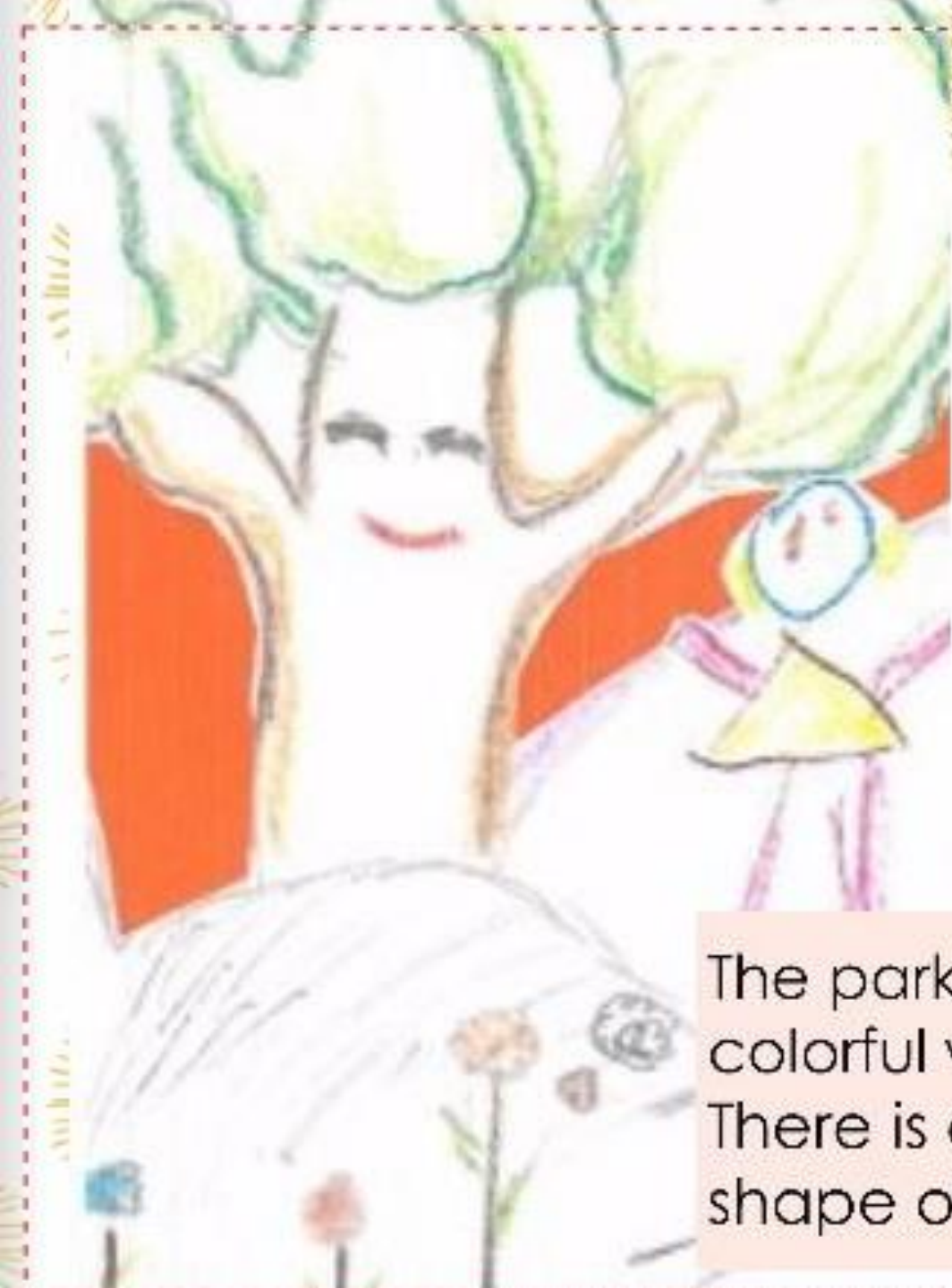


今天天气真好！
我想要出外走走，
找朋友们游玩。



公园里有很多花，树木，
和色彩缤纷的野菰。
我看见一块很像鱼儿的石头。





The park has flowers, trees, and colorful wild mushrooms. There is also a rock in the shape of a fish.



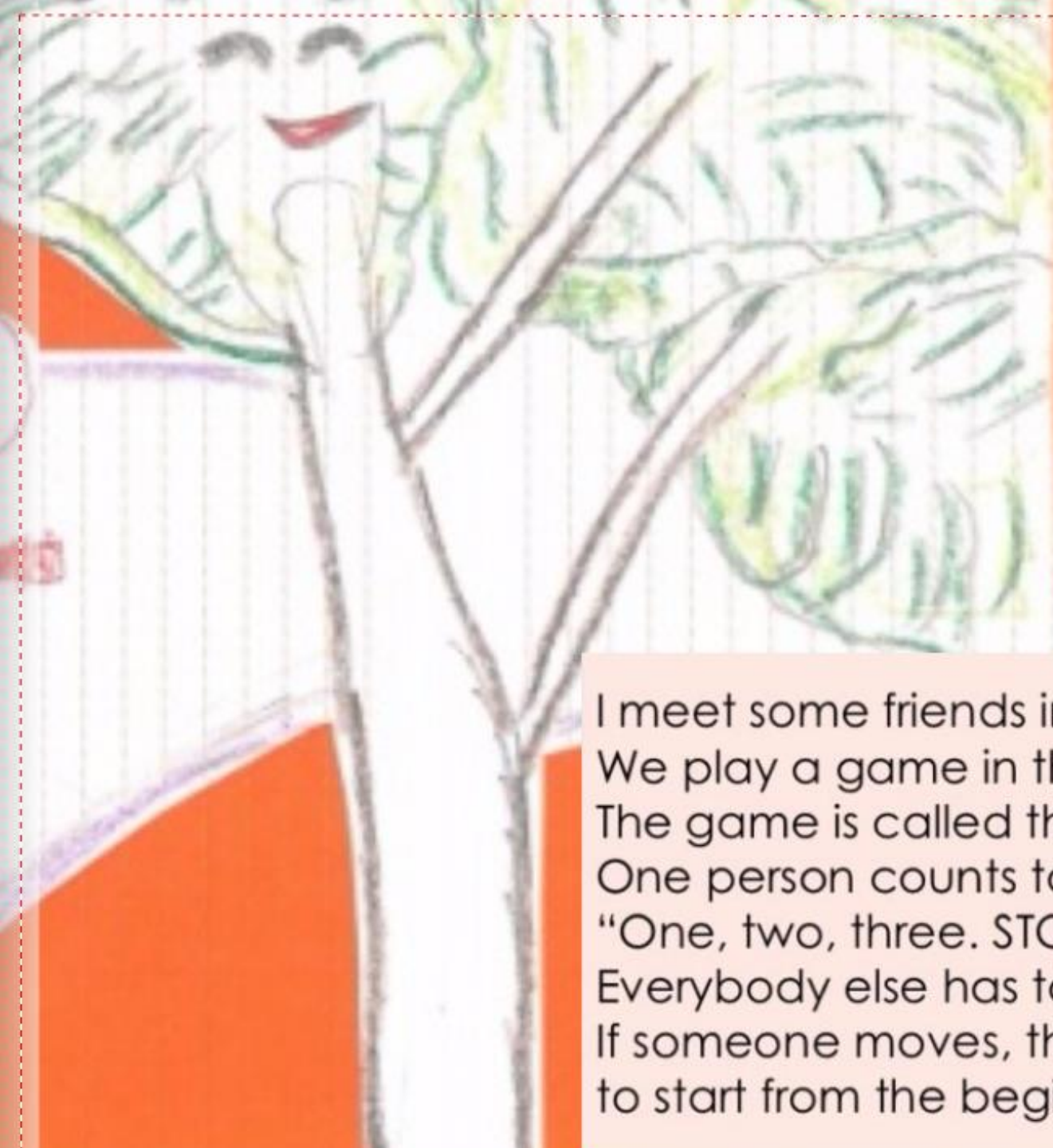
我认识了一些新朋友一起游戏。

我们也一起玩木头人。

一个小孩数三声：一，二，三，停！

其他的小孩就要停下来。

没有停下来的人就要重新开始。



I meet some friends in the park.
We play a game in the park.
The game is called the Wooden Man.
One person counts to three,
"One, two, three. STOP!"
Everybody else has to stop moving.
If someone moves, then the person has
to start from the beginning.

We are tired from playing the game.
We lie down on the green grass and
look up to the sky.
The white clouds look like
different animals.
We talk about their shapes and colors
for the rest of the time at the park.

我们玩累了就躺在草地上。
我们看着天上的白云。
有些云看起来很像动物，
有不同的形状和色泽。
我们一直聊天，度过一个快乐的下午。

My Colorful Day

My Colorful Day shares a story of a young girl who enjoyed her day outside with friends. Their explorations and creative imaginations provide learning opportunities in numerous STE areas.

Vocabulary

Bored

Wild

Mushrooms

Connections to the frameworks

Life Sciences:

From Molecules to Organisms: Plants and animals grow and change over time.

Ecosystems: Some things are living and some are non-living.

Earth and Space Sciences:

Earth's Systems: We can observe characteristics of weather.

Crosscutting Concepts

Structure and Function

Stability and Change

Scientific & Engineering Practices

Asking questions and defining problems

Planning and carrying out investigations

Obtaining, evaluating and communicating
information



Sample Extended Learning Experiences

Stability and Change

In her story, Dezi tells us what she sees in the park that she goes to everyday. She observes flowers, trees, colorful wild mushrooms, and a rock with the shape of a fish. Neighborhood walks are cultural experiences connected to children's daily lives. You can make connections during your daily neighborhood walk with your children in your classroom.

Legend:

-  Disciplinary Core Ideas
-  Crosscutting Concepts
-  Scientific & Engineering Practices

- Go out for a walk and encourage children to observe and note what they see on this walk that represents the current season.
- Encourage conversations about what children do in their neighborhood and how activities might change through the season.
- Choose a few areas outside with the children's help to take a photo. Print photos and find a place to hang them in your classroom. Every 2 months, take another photo of the exact same spot. Print and post photos alongside one another. **Compare and contrast** changes that have occurred over time and across **seasons**.
- Ask children to notice how trees look during each season. Consider reading Sky Tree by Thomas Locker.
- Take a walk in your school's neighborhood. Provide children with **binoculars, magnifying glasses** to make **observations** and bags to **collect** items. Place items in the science area with observation tools for exploration. **Compare and contrast** the items collected. Sort them into **living and non-living** groups. Invite children to share an item they found outside from home outside and add it to the collection.
- Offer paper, clipboards and crayons/markers for children to create observational drawings outside while on the playground or on a walk. What did children **observe and document**?




Sample Extended Learning Experiences

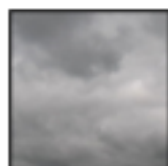
Earth Sciences

Dezi describes how children lie down on the grass and look up to the sky. This poetic image allows us to enter Dezi's childhood memories growing up in China.

- Ask children if they have ever looked up to the sky to see how clouds move and change.
- Invite children to do just like Dezi. Let children sit or lie outside and **observe** the sky (be sure to bring protective eye wear). What do they notice about the sky today? Are there any clouds today? What do they notice about the clouds? What shapes and colors do they see? Do any of the shapes look like something else we know? Do you see any animals as Dezi described in her book? Encourage children to describe their observations and ask questions. You might provoke them with questions: How do clouds move? What makes them move? How do they change colors and shapes?
- Read [It Looked Like Spilt Milk](#) by Charles Shaw to extend discussions with children.
- Begin a weather chart. Using pictures of the various weather features that may be observed, ask children to post the features they notice each day out of the window on the chart. Allow children to post more than one feature as they might see the sun and clouds at the same time. You could even represent white clouds and gray clouds to encourage more detailed **observations** and connections among weather. **How many** sunny days did you have this month? How many rainy days? Which type of weather did you experience **more** often?

Legend:

-  Disciplinary Core Ideas
-  Crosscutting Concepts
-  Scientific & Engineering Practices







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