

My Fridays:

# MY FRIDAYS

يوم الجمعة



BY: HAFIDA KATIR

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THE RISE PROJECT, TUFTS UNIVERSITY,  
MEDFORD, MA

My Fridays

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We hope you enjoy...

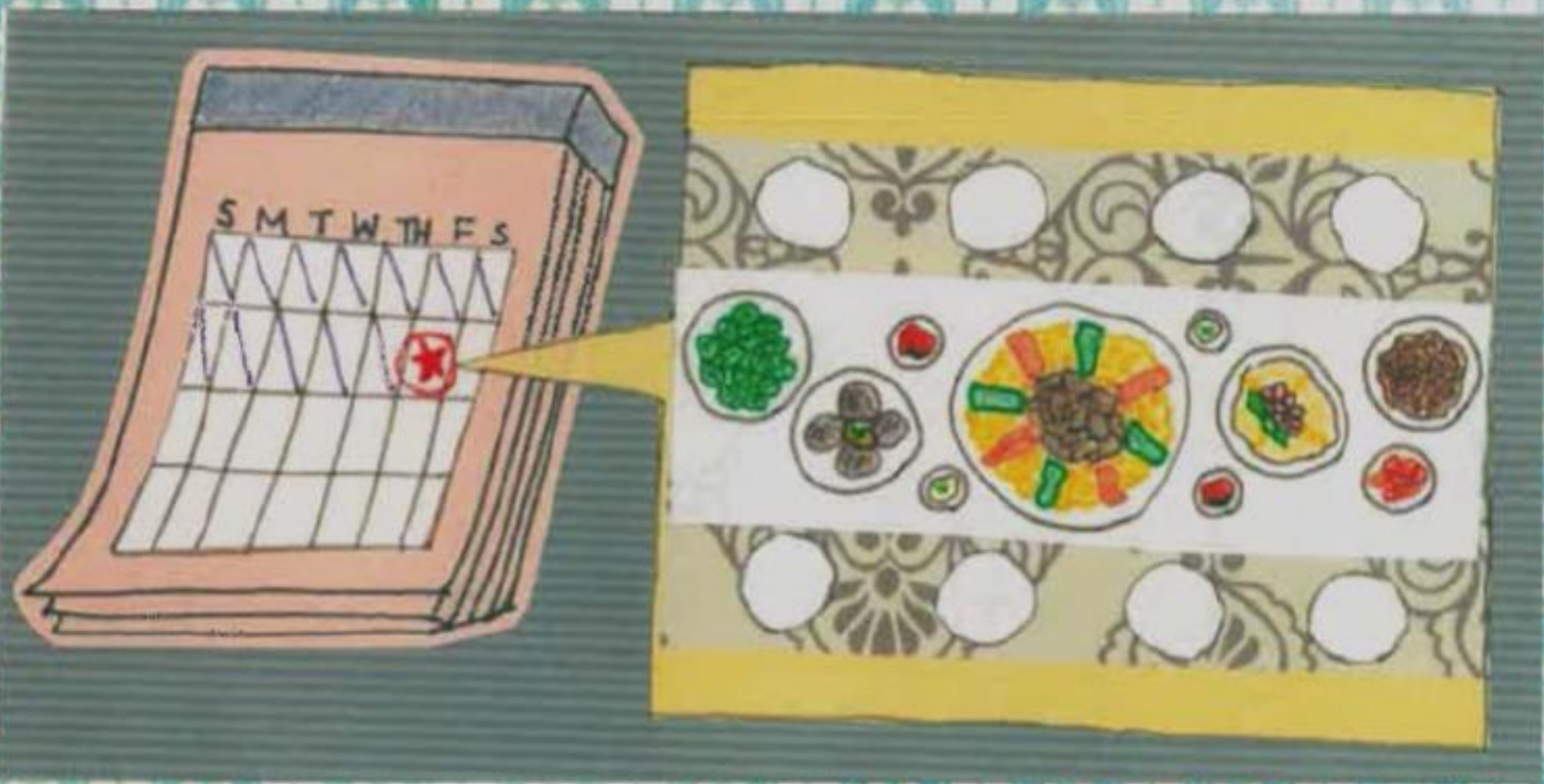
My Fridays is a story in which the author of the book (Hafida) reminisces about how she spent her Fridays as a child, preparing and eating couscous with her family. My Fridays and other similar stories were written by Head Start parents, family advocates and teachers as part of the Readiness through Integrative Science and Engineering (RISE) project's Home-School Collaboration (HSC) which represents a core component of this project at Tufts University. HSC in RISE highlights the importance of families' contributions to their children's learning, the value of a school curriculum that reflects children's existing knowledge and prior experiences, and the importance of respectful, trusting and non-hierarchical relationships between parents and teachers.

These stories allow us to find numerous science, technology, and engineering (STE) connections in children's daily lives, drawn from their familiar experiences within their families and their communities. Each story can be used as a "good start activity." Good start activities are called such because they lead 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 and children's different languages with the classroom and make connections between STE experiences in children's school and home settings.

At the end of each story, you will find ideas for creating learning experiences that will engage young children in the STE that is part of their everyday lives. Beginning with BIG Ideas related to the stories, we provide descriptions of learning experiences that can 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/>





When I was a child my best day of the week was Friday. We didn't have school on Fridays and all my aunts, uncles, and cousins came over for a couscous meal.

أبداً عندما كنت صغيراً، كان يوم الجمعة أفضل أيام للتسوق بالنسبة لي.  
كان يوم الجمعة يوم عطلة الأسبوع وكان معظم أفراد العائلة يجتمعون  
في زيارة لبيتنا (أعمام - عمات - أخوال - خالات و أبناءهم) لا كل  
الشكس.





COUS  
COUS



vegetables



meat



Couscous are tiny grains of pasta. They are cooked by steaming the grains until they have a light, fluffy consistency. They are served with vegetables and meat cooked in broth or as a stew.

١- الخسكس هو حبات معكرونة متلجبع عند لمربق تبخيره حتى يبلع  
خفيفا و رطبا. يتم تخدم الخسكس مع لحم و خضرة متنوعة ينتم  
لهيوا كحساء.

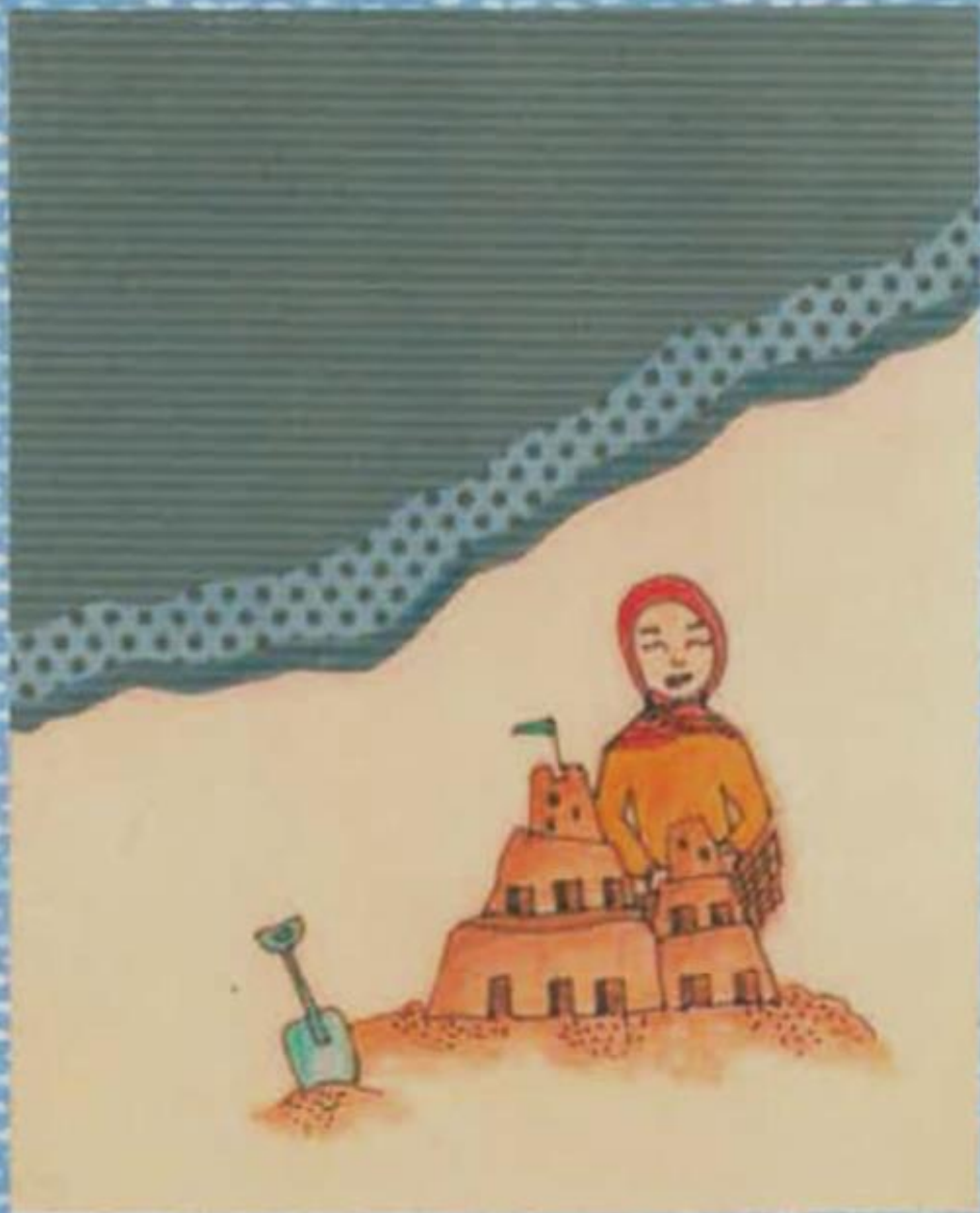




On Friday morning, I used to go to the market with my mom to shop for couscous. I helped her choose all the colorful vegetables: white, purple, green, red, and orange. I didn't like some of the vegetables but I had to try them anyway.

3- في صباح يوم الجمعة، كنت أذهب مع أمي إلى السوق لأقتني  
المواد اللازمة للطهي الكعكس. كنت أقوم بمساعدة نانا في اختيار الخضار  
اللزعة بألوانها المختلفة: أبيض - بنفسجي - أخضر - أحمر - برتقالي.  
لم أكن أحب بعض الخضروات ولكن كنت مجبراً أن أجرب  
بعضها على أي حال.







When we came back home from the market, I could not wait to help my mom cook the couscous. She put the couscous in the brown traditional dish called couscoussière. The dish is made of clay. She sprayed the couscous with water and mixed it with her hands. I imagined myself at the beach playing with the sand.

4. بعد العودة من السوق ، كنت أسارع لمساعدة أمي في طهي  
الكسكس. دقق في موضع الكسكس في الإدنة التقليدي المصنوع من  
الطين. رشته بالماء ، وتسمح لي باستخدام  
يدي لإدنة الكسكس بالماء ثم تخلطه في الإدنة الطينية  
يسمى «كو كوسيلر» ، تخيلت نفسي ألعب بالرمال في منطقة البحر



My mom steamed the grains until they had a light, fluffy consistency. I enjoyed watching the steam coming out of the pot when the couscous was cooking.

5- تقوم أمي بتبخير الكسكس مرتين أو ثلاثا حتى تتصبح حبات الكسكس خفيفة ورطبة. كنت أستمع بمساعدة البخار يتطالع من الكسكس في الحساء.





When it was ready my mom served it with vegetables and meat. My aunts, uncles, cousins and my family enjoyed the meal so much!

6- لما يكون الخسكس جاهزا ، تقوم أمي بتقديم الطبق مع الخضرا  
واللحم . تجتمع العائلة كلها حول المائدة ، نستمتع جميعا  
بطبق الخسكس .





After the couscous meal, we gathered together in the Moroccan living room! The living room, which is called "salon," has a traditional Moroccan tea table centrally located. People often entertain guests and family in the salon.



7. بعد الانتهاء من الأكل ، نجتمع جميعاً في غرفة الجلوس  
المعروفة باسم «الصالون» الذي يحتوي عائلة الضيف وسلم الغرفة.  
تجتمع العائلة والضيوف عادة في الصالون من أجل الرفاهية والتسرخة.



The Moroccan salon is made of a traditional Moroccan sofa bench and plates, made of copper wood, that fit the room geometrically. It is topped with foam and covered with a very beautifully designed material. We used this wonderful Moroccan sofa or couch as a bed, which was convenient for our bedtime stories.

٣. الصالون المغربي عادة مصنوع من الخشب أو النحاس أو نحاس متخذ شكل الغرفة. يوضع فوقها أفرشة مغطاة بأقمشة مزخرفة. تستعمل هذه الأفرشة كمكان للنوم مما كان متعباً لحكيات قبل النوم.





My cousins and I spent the evening in the room lying down on the sofa getting ready to listen to my aunt tell bedtime stories. We had our heads on the pillows next to each other and held each other's hands to comfort ourselves from scary stories our aunt told us!

٩- سقنا في المساء في الغرفة متكئين على الأفرشة استعدادا لسراخ  
قدم العمه أو العجالة أحيانا قبل النوم. كفت لنا وأبناء العمه  
والعجالة نضع رؤوسنا على المصعد. رأينا قرب رأينا وأيدينا  
عنرا لحيه وعتاسكه لنظمنى بعضنا بعد الاستماع للقصة  
المخيفه التي تحكيما لنا العمه أو العجالة.







I had lots of fun on Fridays,  
thanks to my family.

١٥- كنت أستمتع كثيرا يوم الجمعة ، شكر العائليتي .

## **My Fridays**

My Fridays shares the weekly tradition of one Moroccan family. This tradition incorporates extended family gathering, culturally relevant meals and the routines through which this all occurred. Beyond the connectedness that is created among her family, the child narrator was also being exposed to many BIG ideas across STEM curriculum:

### **Connections to Frameworks**

#### **Physical Sciences**

Matter and interaction: Some food changes state when we cook

#### **Life Sciences**

From Molecules to Organisms: People use their senses to gain information

#### **Engineering, Technology, and Applications of Science**

People use tools to change the properties of food

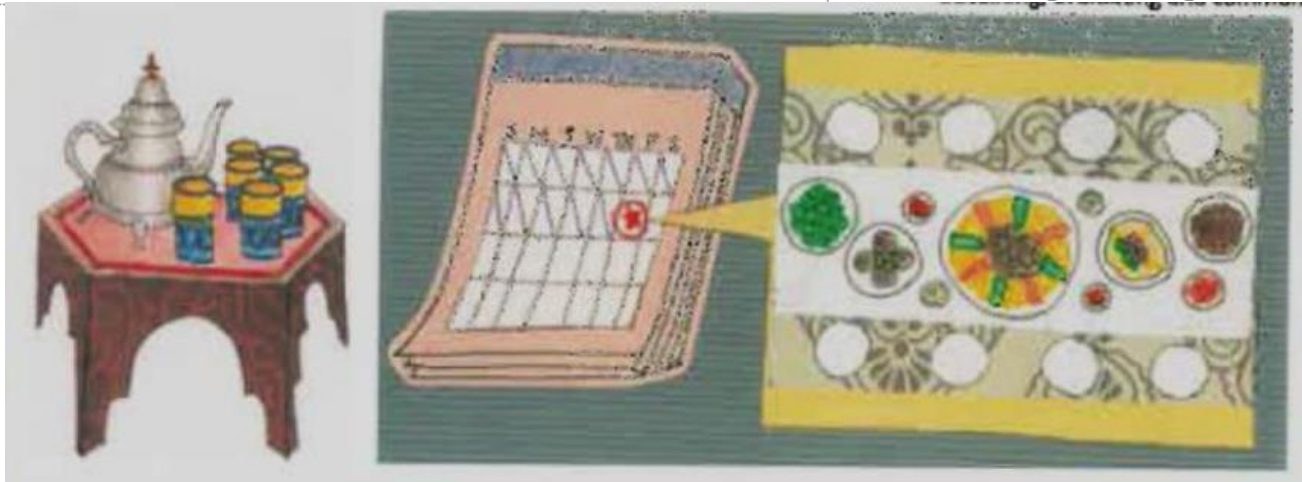
Furniture provides space to sit and sleep. The size of it determines how many people can fit on it

#### **Crosscutting Concepts**

Cause and effect  
Structure and function  
Scale, proportion and quantity

#### **Scientific and Engineering Practices**

Asking questions and defining problems  
Developing and using models  
Planning and carrying out investigations  
Analyzing and interpreting data  
Using mathematics and computational thinking  
Obtaining, evaluating and communication information



#### **Vocabulary**




Couscous  
Fluffy  
Stew  
Market  
Couscoussière  
Clay  
Steam  
Salon  
Tea table  
Sofa bench

## Sample Connected and Extended Learning Experiences

### Cause and Effect

- Think about the many **cause and effect** moments that cooking offers to children. This can include the **reversible and irreversible change** of liquids becoming solids as water becomes a gas when boiled or batter is baked. Choose a recipe that will allow children to be active participants in the cooking process including: **sequencing, counting, measuring, pouring, stirring, cutting and observing**.
- Explore how in the story the couscous became fluffy after being steamed. How did this change happen? What happens to other foods that you soak or cook in water (e.g., pasta, oatmeal, carrots). What is the same or different?

#### Legend

-  Disciplinary Core Ideas
-  Cross Cutting Concepts
-  Science and Engineering Practices

### From Molecules to Organisms/ Learning Through Our Senses

- During meals, ask the children to observe the foods with all of their senses (taste, touch, smell, sight, sound). On different days, take time to:
  - **Document** children's **observations** related to each sense. Emphasize key vocabulary words that children share.
  - Introduce the idea of food groups. **Chart** foods served over the course of the week as a fruit, vegetable, meat, grain. Discuss how children know this.
  - **Survey** children on which food served they like the most. Which food has the most votes? Which have the fewest votes?
  - Have children share what they **notice** about what is served and share stories that connect to their homes.
- Turn the dramatic play area into a market. Add bins to sort foods, empty food containers representing the various cultures within the classroom, sale pages, paper bags. Encourage conversation during play that includes what children know about the various foods and how they are used at home.

### Structure and Function

- Offer different utensils for children to eat meals with for the week. Which tools pick up food more easily? Why?
- Provide a variety of cooking tools within the sensory table, changing the material regularly. What does each tool allow you to do with the materials? **Compare and contrast** their **functions**.

### Developing and Using Models

- Invite children to draw a diagram that reflects a room in their home. What furniture is in it? How is everything placed? Encourage children to tell stories of how their family uses that room.
- Using clay, allow children to create a bowl of their own. How much can it hold? Does one hold more than the other? What will their bowl be used for?







<http://rise.as.tufts.edu/>

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