

# METRO *Life*

LIFE IN THE PORTLAND METROPOLITAN AREA

The Portland Observer

## Catherine Wilson's Second Grade Class Departs for Safari to the Serengeti!



Vice President of PGE volunteers with one of the second grade students



## Children's Miracle Telethon

United Grocers, Inc., and its member stores will be the primary sponsor of the 1993 Children's Miracle network Telethon, benefiting regional hospitals for children. The telethon will be June 5-6, on KATU in Portland, KEZI in Eugene and KDRV in Medford.

Since 1988, United Grocers and its member stores have donated \$2.1 million, making it the largest local sponsor of the telethon. United Grocers' fundraising locally benefits pediatrics at Doernbecher Children's Hospital at Oregon Health Sciences University in Portland, Sacred Heart General Hospital in Eugene and Rogue Valley Medical Center in Medford. It also benefits Children's Hospital Medical Center of Northern California in Oakland and UC Davis Medical Center in Sacramento. These hospitals treat children from throughout Oregon, Washington and northern California.

**K**ing Elementary second-graders honor business and community volunteers in their "Come Read With Me" program with a presentation Wednesday, June 2 from 8:40 to 9:30am at the school, 4906 NE 6th Avenue.

In Room 325 students pack and depart for a safari to the Serengeti Plain and over to the Tsavo Park and Game Reserve outside of Kenya in East Africa.

Their primary focus has been to observe "endangered species." The class has flown to the "Big Apple" and then on to Kenya where they have picked up Land Rovers that took them to the game reserve. They entered the Savanna to observe animals indigenous to the country. The children listened to the "Sights and Sounds of Africa," and they sang songs and chants, and gave oral reports on animals they have researched.

They learned about the fearless Maasai tribe: their history and rituals, their travels all over the 600-mile Serengeti, the significance of cattle in these herdsman's lives, and their "ownership" of the Savanna. The children read daily by the "watering hole" with their teacher, classmates, and volunteers.

How did the students prepare for their trip to Africa?

They began with geography by studying a map of the world, targeting Africa, then East Africa—specifically the Tsavo Park and Game Reserve.

They read and wrote about extinct, endangered, and threatened species and the causes and consequences of these "vanishing animals." They practiced critical thinking and graphing skills by studying animals "at risk."

They used predictions skills and good thinking strategies, made information charts, and then did recalling. They read about modern Africa—the fastest growing continent in the world—and how rapid growth, rampant poverty, and animal poaching have affected the Serengeti. They discussed the droughts, monsoons, and winds which transform the Savanna, inspiring a wonderful celebration of renewal and rebirth. They closed with summarizations to facilitate discussions.

A travel agent came to the class to help map the route of their trip and an African speaker came from the African Cultural Center. The students eagerly anticipated the days activities when they went beyond the "classroom walls" to discover the global world that they know as "Planet Earth."

Students will stage performances focusing on their year-long studies of Africa and endangered species. The presentation is an effort to thank some 28 business volunteers and their employers for donating valuable time to read with students during the school year. The event also celebrates students progress in reading since the program began in January. These are Chapter I students and as this beautiful program winds down, there has been a marked improvement in their reading abilities.

Why are parents, foster parents and caretakers, community volunteers and business employees and employers in the classroom? "Come Read With Me", developed by second-grade teacher Catherine Wilson stated:

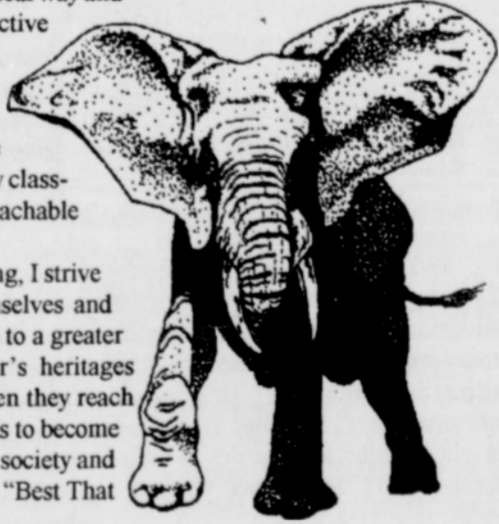
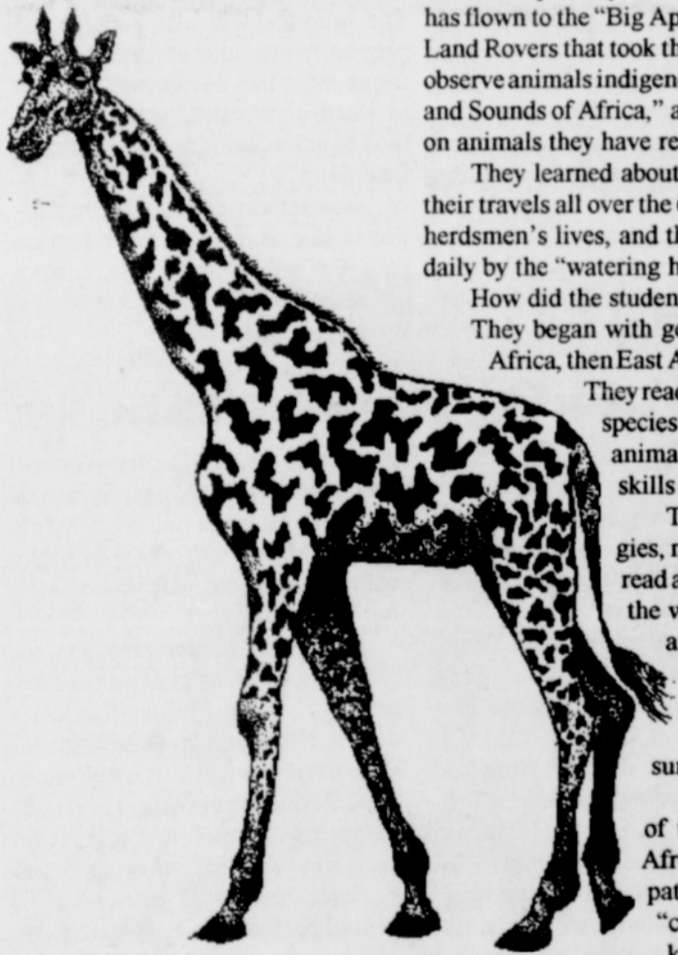
"I see education as a partnership in learning among the child, teacher, parent or caretaker, and the neighboring community.

Because 22 of my 29 second-graders, for one reason or another, could not read, I wrote letters to businesses in our city of Portland asking them to allow employees to listen and read with my children each week, with no loss of pay. I had a wonderful response...

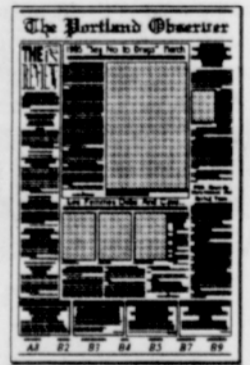
It is important for the children to learn that they will have many teachers in their lifetimes. My children are thrilled when their "Come Read With Me" friends arrive each week. These "advocates for literacy" are touching inner-city children in a most wonderful way and I am so grateful for their active participation."

My philosophy is: "Learning should be a celebration of growth, not a grade on a report card. I perceive my classroom children as unique, teachable individuals.

Through creative teaching, I strive to enhance respect for themselves and others, so that they can come to a greater understanding of each other's heritages and cultural diversities. When they reach adulthood, I want my students to become valuable contributors to their society and to continue to strive to be the "Best That They Can Be."



Recently we compared ourself to the competition and found something missing...



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## Les Femmes Debs and Cavs... Growing to Be Men and Women...Phenomenally

Les Femmes has trained 29 high school seniors for adulthood and is prepared to present them in their 42nd Annual Debutante and Cavalier Ball in June.

Les Femmes exists to improve the lives of African-American youth, while preparing them for life after high school. Students are encouraged to join the organization as young as the sixth grade although most join while freshmen or sophomores in high school. All students in the program are required to maintain good grades, perform community service and adhere to a strict code of ethics.

As a reward for successfully completing these tasks each participant in challenged at a private "Rites of Passage" then presented at the formal ball after graduating from high school.

Each week through June, Les Femmes and the Portland Observer will feature three young people who were chosen as 1993 debutantes and



Misty Snow



Chantina Weatheroy



Teri Bowles

cavalier. This week meet Teri Bowles (St. Mary's Academy), Misty Snow (Benson High School), and Chantina Weatheroy (Grant High School) who will share with you why they are "cho-

sen." Bowles—The qualities of debutantes differ as much as the women do, but there are also similarities present in all of us. One of these qualities is

our willingness to give. We give not only to each other, but also to the community. We participate annually in numerous community service projects as a group, and as individu-

als. With each other we have created a mock sorority where we could lean on one another for support.

Snow—If you were walking down the street, would you recognize a debutante? If you were in a room filled with lovely ladies, would you know which ones belonged to Les Femmes? You would be able to pick out Les Femmes debutantes by the qualities she possess. Some of these qualities are dedication, talent, understanding, and nobility. So, if you are wondering if you are in the presence of a Les Femmes debutante, check her qualities.

Weatheroy—I believe that I am a debutante. I have willingly participated in various community service activities. I have tried my best to be a friend to those in need. I conduct myself in a manner that I am proud of, and have enough respect for myself not to engage in the use of alcohol or drugs. I believe that I not only "talk the debutante talk", but I try to live the life daily.

The Competition

...the Competition!

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