

Challenge #2

Write Letters to Ester

Goal To help readers make a connection between their lives in Canada and the lives of children in Tanzania, while also developing literacy skills.

Steps

- a. Provide copies of chickaDEE's November issue. Class set.
- b. Read the article "My School in Tanzania."
- c. Make a theme room in the classroom.
- d. Teach the students how to write a friendly letter. Have them write a letter to Ester.

In the Letter Students can tell her what they are doing in their classroom, respond to the information in the "My School in Tanzania" article, tell her what they think the similarities are in their schools and point out the differences. They could say what they like about school in Tanzania and suggest things about their school in Canada that Ester might like including access to more books. They could include some pictures of their classroom showing the projects they have done to create a Tanzanian theme in the room. They might also ask Ester to tell them more about her day to day life in Tanzania and they might say what their life is like including chores and what they do to have fun. They could add some Swahili words learned from the first challenge. Collect the letters and send them to Project Love care of CODE.

Culminating Activity The students invite other classes into their Tanzanian themed classroom. The visitors can be challenged with some of the words learned from Challenge #1. The chickaDEE magazines could be prominently displayed and the visitors could be encouraged to read the article - "My School in Tanzania". There could be copies of letters sent from the students to Ester in one area. Some students could be at an area devoted to informing and promoting Project Love - Children's Book Project to the visitors. Perhaps the class members and the visitors would want to make a small donation once they have had their consciousness raised by the chickaDEE article and by the study.

Evaluation Techniques

- a. The teacher and teacher-librarian evaluate the products that the kids have produced and test their retention and understanding of the content.
- b. Teacher and teacher-librarian evaluate their own teaching process.
- c. Students do their own self-evaluation by reflecting on what they have learned.

