

Chalkboard features textbooks, resource guides, and curriculum materials of interest to educators at the elementary and secondary levels. Recent journal articles and issues that focus on multicultural topics are also highlighted, along with news items related to the development of multicultural curricula.

Please send any news items, curriculum materials, teacher's guides, or ideas to Lyn Miller-Lachmann, 194 Lenox Ave., Albany, NY 12208. If you would like the items returned, please include a stamped self-addressed envelope.

Baby Hindustani: Learn Hindi Alphabet. San Francisco: Baby Hindustani, Inc. [(415) 756-9909; www.babyhindustani.com], 2007. DVD. Color. 40 minutes. \$17.95.

This new DVD follows Baby Hindustani's introductions for preschoolers to several of the more widely spoken languages in India: Hindi, Gujarati, Bengali, Telugu, and Tamil. Here, preschoolers and early elementary students will learn to recognize and sound out the Hindi letters. The DVD also shows common objects that begin with those letters. Classical music playing in the background is designed to facilitate learning.

Viewers begin with the vowels and move on to the consonants. The fast-paced video is broken up with songs and with Hindi nursery rhymes about common objects—dolls, boats, fish, and the like. The Indian preschoolers who act in the video, mostly by dancing and playing with toys, will appeal to very young viewers but turn off older Hindi learners. The DVD also includes interactive quizzes on a basic and a more advanced level.

The DVD is most useful for home use by Indians living abroad as well as in early childhood classes in second-language schools.

Calderón, Margarita. *Teaching Reading to English Language Learners, Grades 6-12.* Thousand Oaks, Calif.: Corwin Press [2455 Teller Rd., Thousand Oaks, CA 91320; phone: (805) 499-0721; web site: www.sagepub.com], 2007. 162 pp. ISBN-13 978-1-4129-0925-9, \$67.95 (cl); 978-1-4129-0926-6, \$27.95 (pb).

Teachers of English Language Learners (ELLs) at the middle and high school level face a number of challenges distinct from their elementary school counterparts. Many of the new arrivals have had little or no schooling in their countries of origin, or their schooling may have been interrupted. Furthermore, reading materials have become more complicated in terms of vocabulary, structure and organization, and conceptual content, as students have moved beyond "learning to read" into "reading to learn." Finally, No Child Left Behind has placed additional pressure on ELLs, an increasing percentage of whom have dropped out of high school since the passage of the 2001 law.

Calderón argues that content-area teachers at the second-

ary level as well as ESL teachers bear a responsibility to build the English vocabulary and language skills of English language learners. She devotes a chapter to building vocabulary and one to teaching reading comprehension before addressing the specific disciplines of mathematics, science, social studies, and language arts. She urges teachers to use cooperative language strategies, pairing English language learners, wherever possible, with fluent English speakers and even joining a newcomer ELL with a more established ELL and a native-born English speaker in a group of three.

Calderón's ExC-ELL model grows out of a two-year program funded by the Carnegie Corporation and the U.S. Education Department and pioneered in public schools in New York City and Hawaii. In addition to a step-by-step description of the model and approach, the book contains lesson templates, rubrics, sample lesson plans in each of the disciplines, professional development designs, references, and an index.

A new report from the Washington, D.C.-based **Center on Education Policy (CEP)** provides a unique look at the impact of high school exit exams in two urban districts, offering an on-the-ground perspective of the effect of the high-stakes tests on teaching and learning. The report is part of CEP's multiyear effort to monitor the impact of exit exams, which will soon determine the graduation status of millions of students in 25 states.

According to the study, "It's Different Now": How Exit Exams Are Affecting Teaching and Learning in Jackson and Austin," the assessments appear to have increased instructional time in tested subject areas in both districts, often at the expense of other high school learning experiences and electives.

And while curriculum and instructional changes were seen district-wide in Jackson, Mississippi, and Austin, Texas, the shift was even more pervasive at schools serving greater numbers of lower-income and minority students in Austin, according to the report. Teachers at such schools reported that the Texas Assessment of Knowledge and Skills (TAKS) had influenced every aspect of the curriculum, while their peers at a school serving greater numbers of higher-income and white students reported that the TAKS was an inconvenience.

The report also suggests that the exams are virtually ignored by colleges and universities in making admissions and scholarship decisions. Instead, a variety of approaches have been used to encourage and expand college readiness and access, including Advanced Placement courses, dual-enrollment, and financial aid workshops.

Many educators in both districts reported that the intense focus on tested subject matter has helped to increase consistency in instruction across schools in the district by ensuring that teachers are accountable and adhere to the prescribed curriculum. Further,

the report notes that most of the changes in curriculum and instruction in each district are aimed at providing additional support to help students pass the tests.

“It’s Different Now’: How Exit Exams Are Affecting Teaching and Learning in Jackson and Austin” is available online at the Center’s web site, www.cep-dc.org, along with other reports and information from CEP’s ongoing efforts to track the implementation of exit exams.

Coggins, Debra; Kravin, Drew; Coates, Grace Davila; and Carroll, Maria Dreux. *English Language Learners in the Mathematics Classroom*. Thousand Oaks, Calif.: Corwin Press [2455 Teller Rd., Thousand Oaks, CA 91320; phone: (805) 499-0721; web site: www.sagepub.com], 2007. 124 pp. ISBN-13 978-1-4129-3759-7, \$61.95 (cl); 978-1-4129-3760-3, \$27.95 (pb).

Designed for teachers of students in grades one through seven, this book argues “if we teach mathematics by following commonly accepted ‘best practices,’ we may actually overlook English learners because they have very specific needs.” To address these needs, the authors call on teachers to acknowledge English language learners’ real-life mathematical experiences, including those not learned in prior schooling, to develop ELLs’ conversational language skills in general as well as in the specific academic vocabulary, and to “scaffold”—that is, to “create pathways for English learners to understand and learn the content of the lessons that are presented.” Concrete materials, visual aids, asking questions of students to check comprehension, and using multiple strategies to teach mathematical concepts are all ways (explained in sepa-

rate chapters) of scaffolding for English learners and struggling students in general. Sample lessons, diagrams, charts, case studies, and examples of successful conversations between teachers and students help in the implementation of the strategies detailed in the book. Includes references and an index.

Hansel, Bettina. *The Exchange Student Survival Kit*. Boston: Intercultural Press/Nicholas Brealy Publishing [20 Park Plaza, Suite 1115A, Boston, MA 02116; (617) 523-3801; www.interculturalpress.com], 2007. 166 pp. Second ed. ISBN-13 978-1-931930-31-4, \$21.95 (pb).

Hansel, director of research at the international office of the American Field Service (AFS) Intercultural Programs, has updated this guide for secondary-level exchange students and host families with new interviews and advice geared to an Internet-savvy generation of travelers. The book combines experts’ insights with those of students from around the world, who have lived in a diverse array of countries as well. Chapters explore the adjustment process with a special focus on culture shock, celebrating holidays with host families, and the reverse culture shock many exchange students feel on returning home. Other topics include miscommunications and other cultural conflicts and different challenges to personal safety in unfamiliar environments. The book is written to the level of the average high school students, and the personal vignettes of exchange students make it a highly readable guide. As the book is meant to be an overview, Hansel encourages the potential exchange student and teenage host to read in more depth, and she provides a three-page bibliography that also includes sev-

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- Kids Love Spanish: Volume 7: Basic Phrases*

Each vol.: Scottsdale, Ariz.: Brock Sisters Productions [10891 E. Fanfol Lane, Scottsdale, AZ 85259; phone: (480) 415-9012; web site: www.kidslovespanish.com], 2006. DVD. 30 minutes. Color. \$17.99. Box set: \$99.99.

Sisters Krisse Brock Kelly and Julie Brock Campbell, who grew up in southern California and studied Spanish in Mexico and Chile, are the creators of this seven-volume DVD set for the preschool and primary levels. (The DVDs may also be purchased separately.) The sisters' children and children's friends recite the Spanish words and do a good job with the pronunciation, and the variety of young children of diverse backgrounds adds interest. The Spanish words and their English equivalents are spelled out in an effort to tie second-language learning to early literacy. Although the DVDs introduce Spanish words, the sisters sing an introductory song (to the tune of "The Alphabet Song") in English and provide English definitions and context words (such as "the children are playing in the *agua*," as children run through

a sprinkler. And with the exception of a few stereotyped images (a cartoon cactus with a *sombrero*, a real-life *sombrero* and *serape* as background in the house), the settings are typical suburban United States.

This familiar environment extends to the DVDs in the series, as basic words of the first DVD such as *mamá* and *papá* (family); *comida*, *agua*, and *leche* (food); and *perro* and *gato* (animals) reappear in the later thematic DVDs. However, live footage from the Phoenix Zoo gives the animal DVD added interest.

This series is recommended primarily for parents and children to watch together; the familiar situations, visual cues, and repetition will give youngsters a good foundation for learning Spanish as a second language in school.

Nastasi, Bonnie K., ed. *Multicultural Issues in School Psychology*. Binghamton, N.Y.: Haworth Press [10 Alice St., Binghamton, NY 13904-1580; phone: (800) 429-6784; web site: www.haworthpress.com], 2007. 171 pp. ISBN-13 978-0-7890-3464-9, \$40.00 (cl); 978-0-7890-3465-6, \$20.00 (pb).

Eight research articles address interpersonal and intercultural interactions in schools in the United States and abroad. Following an introduction, readers learn about gender differences in values and expectations for adolescents in Sri Lanka; a program to counteract bullying based on race, physical appearance, and perceived sexual orientation in a middle school evenly split between Black and White students; efforts to meet the language learning needs of immigrant high school students; home-school partnerships to involve Hmong immigrant parents; an alternative model for

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school psychology services in culturally diverse schools in Greece; and a review of multicultural concerns in evidence-based interventions. The final article comments on the six previous ones in an attempt to draw such disparate pieces together into a unitary whole.

While the effort does not entirely succeed, each article has valuable insights for practitioners (though not necessarily psychologists). In fact, due to their theoretical focus, the articles seem of more value to district and school-level administrators charged with developing and implementing programs rather than those engaged in day-to-day interactions with students. Indexed.

Nuessel, Frank. *On Target Spanish for Health Care Providers*. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barronseduc.com], 2007. 54 pp. + CD. ISBN-13 978-0-7641-7999-0, \$8.99.

A compact paperback phrase book and an accompanying audio CD with proper pronunciation will help doctors, nurses, psychologists, paramedics, medical receptionists, and others to communicate with Spanish-speaking patients. Thirty-six chapters cover symptoms, parts of the body, physical ailments, addictions, psychological conditions, diet, tests, procedures, terms for family members, and months, days of the week, and times for appointments, among other topics. An English-to-Spanish dictionary will help medical professionals to communicate instructions to patients (but not patients to express their symptoms, concerns, and questions, as there is no Spanish-to-English equivalent). The terms translated are the most technical; there are almost no variant terms given to take into account slang (except for a couple of narcotics terms), cultural differences (such as the broad use of the term *nervios*), or different vocabulary according to region. That is understandable, given that this resource assumes no knowledge of Spanish on the part of the medical professional and therefore needs to keep the presentation as simple as possible. (Of course, it is always preferable to have an interpreter present when dealing with health care issues.)

The audio CD is an important accompaniment, and those who might encounter Spanish-speaking patients would be wise to listen and practice, as a mispronunciation could lead to a grave misunderstanding. There is also a pronunciation guide on the first page of the phrase book.

Peterson, Elizabeth. *Tribal Libraries in the United States: A Directory of American Indian and Alaska Native Facilities*. Jefferson, N.C.: McFarland [Box 611, Jefferson, NC 28640; web site: www.mcfarlandpub.com], 2007. 130 pp. ISBN-13 978-0-7864-2939-4, \$49.95 (pb).

This directory includes approximately 100 libraries in 30 states. A useful introduction defines what a tribal library is and describes the role since the mid-1990s of the Institute for Museum and Library Services (IMLS) and Dr. Lotsee Patterson in funding tribal libraries and helping them preserve the heritages of their people. Peterson also details the process of assembling the directory, which involved writing 280 tribes for information on their

library services and interviewing directors about their libraries' mission, challenges, and importance to the community.

The interviews are enlightening and in many cases give the directors free rein to discuss things they are especially proud of in their libraries. Along with these interviews and the usual directory information (address, e-mail contacts, hours), there is a list of the libraries' specialties (children's services, audiovisual, and so on), a brief description of their holdings, and the ethnic composition of the population that they serve. The directory entries are arranged alphabetically by state, and a map at the beginning of each state's chapter shows the location of the libraries within the state. Following the directory is a list of references, a selected bibliography for further reading, and an index.

Phone, Wilhelmina; Olson, Maureen; and Martinez, Matilda. *Dictionary of Jicarilla Apache/Abáachi Mizaa Itkee' Sijjai*. Albuquerque: Univ. of New Mexico Press [MSC04 2820, 1 University of New Mexico, Albuquerque, NM 87131; phone: (505) 277-2346; web site: www.unmpress.com], 2007. 600 pp. Edited by Melissa Axelrod, Jule Gómez de García, and Jordan Lachler. Computational lexicography by Sean M. Burke. ISBN-13 978-0-8263-4078-8, \$75.00.

This resource, the first of its kind for any of the Eastern Apache languages, was developed through the Jicarilla Apache Nation Cultural Preservation Program, with support from the Jicarilla Apache Nation Tribal Council and the National Science Foundation. The dictionary is divided into four sections corresponding to a grammar introduction, Jicarilla Apache-to-English definitions, an English-to-Jicarilla index, and a Jicarilla thematic lexicon. Along with the definitions are examples of the words used in context. For instance, the Jicarilla word *goni*, meaning "news," is used in the sentence "*iyá goni?*" which translates to "What's happening?" This word is also a variant of a common Jicarilla root word: the related word *góni* means "exists" or "has," *góni'ah* means "there are" (usually in reference to horses), *góni'yéé* is "where he is" or "where they are," and *gónideech'aa'ash* means "that one wants to go."

It is estimated that only 300 speakers of Jicarilla Apache remain, and most of those are elderly. The dictionary represents an effort to revive the language among younger Apache and is designed for both classroom teaching and home use. The creators of this resource include Phone, who has worked on the documentation of the language for more than 30 years; Olson, a bilingual education coordinator; Martinez, who specializes in traditional Jicarilla Apache cultural practices; and several professors of linguistics.

"Teaching about the Iraq War" is the lead article of the spring 2007 issue of *Rethinking Schools*. This article will help teachers in elementary school and up to present this controversial topic, often avoided because of fear of parental objections or administrative reprimand. However, in a Brooklyn high school, Jessica Klonsky teaches basic skills required for standardized tests, such as note-taking and essay writing, through a unit on the war that grabs the interest of students nearing the military draft age. And Bob Peterson has successfully taught lessons on critical thinking and the war with students as young as fifth grade.

Other articles in the spring 2007 issue discuss the use of poetry in the high school classroom, the recent Supreme Court decision denying school districts remedies for racial resegregation, efforts by high school students in Springfield, Oregon, to use more respectful language, and a critical examination of Spanish as a second language textbooks.

Annual subscriptions to this quarterly journal cost \$17.95 each. For more information, contact Rethinking Schools, 1001 East Keefe Ave., Milwaukee, WI 53212; phone: (800) 669-4192; web site: www.rethinkingschools.org. A complete PDF of each issue may be downloaded for \$4.95 by visiting the web site.

The Rethinking Schools collective is also pleased to announce that *The Line Between Us: Teaching About the Border and Mexican Immigration*, a resource guide by Bill Bigelow, has won a 2006 Harry Chapin Media Award in the book category. World Hunger Year, a nonprofit organization cofounded by the late singer-songwriter in 1982, honors the best media dealing with hunger and poverty issues each year.

The Line Between Us was also a finalist for an Independent Publishers award in the education category. The book explores the history of U.S.-Mexican relations and the roots of Mexican immigration in the context of the global economy. It helps teachers and students to understand the immigrant experience and the drama of border life. Single copies of the paperback guide are available for \$16.95.

Smith, Adonia K. and Jacobowitz, E. Lynn. *Have You Ever Seen . . . ? An American Sign Language (ASL) Handshape DVD/Book*. Frederick, Md.: ASL Rose [P. O. Box 614, Frederick, MD 21705-0614], 2006. Book: 80 pp. DVD: 140 min. Color. Illus. by Tamara Davidson. Video directed by James R. DeBee. ISBN-13 978-0-9764640-0-6, \$85.00.

Deaf educators Smith and Jacobowitz have teamed to create a comprehensive resource on American Sign Language (ASL) for students middle grades and up to use in school or at home. The authors introduce 44 of the most common handshapes. These do not necessarily correspond to English letters but rather portray concepts such as “open-window” or “it’s about time!” In the book and DVD, ASL handshapes and facial expressions combine to ask a series of absurd questions, such as “Have you ever seen a donkey opening a window?” and “Have you ever seen a mouse brushing her teeth?” The purpose is to create a work of Deaf poetry, in which the language is visual rather than aural, and the beauty lies in what is seen, as well as in the experience of rhythm and movement required to make the signs.

The cartoonlike illustrations in the book reflect the absurd humor of the situations, many of which are unique to, or of special importance to, people who are deaf. An apple and an onion communicate through TTY’s and computers, a donkey hands a written order to a cashier at a drive-thru, and a duckling wears a bib that reads “proud to be a CODA” (child of deaf adults). Bordering the illustrations are text boxes that explain aspects of Deaf culture, including Deaf theater, Deaf camps, a Deaf LGBT organization, and campus life at Gallaudet University in Washington, D.C.

The 140-minute video is a performance of the handshapes in the book, with ASL and audio voiceover that explain the cultural

information found in the book. The DVD is an essential part of the presentation, as viewers can see the beauty of ASL and understand its role in the development of a self-conscious Deaf culture. Viewers can watch the DVD at one sitting or go to separate programs for each of the chapters in the book.

Following the book’s text is a bibliography of further reading for those who wish to learn more about the handshapes, ASL in general, and the aspects of Deaf culture introduced in each chapter. There is also a section of biographical information about the team—adults and children—who took part in the creation of this unique and fascinating resource.

Current events topics—climate change, immigration, civil rights, and teaching peace—are the themes of the **Teaching for Change** catalog of recommended children’s books and educator resources from early childhood to the college level. Among the highlighted new books and multimedia resources for 2007 are the DVD *¡Salud!*, which tells the story of Cuba’s universal health care system (briefly presented in Michael Moore’s recent documentary, *SiCKO*); the picture book *When the Horses Ride By: Children in the Times of War*, with poems by Eloise Greenfield and illustrations by Jan Spivey Gilchrist; Peniel E. Joseph’s historical study for teachers and college students, *Waiting ‘Til the Midnight Hour: A Narrative History of Black Power in America*; a revised and expanded edition of *Rethinking Our Classroom, Volume 1: Teaching for Equity and Justice*; and a laminated poster, “How to End Global Warming.”

For a free catalog and more information, contact Teaching for Change, P. O. Box 73038, Washington, D.C. 20056; phone: (800) 763-9131; web site: www.teachingforchange.org. Teaching for Change also operates a bookstore and resource center at the *Busboys and Poets* restaurant and coffeehouse in Washington, D.C.

Tundra Books is pleased to announce the release of Teachers Guide Kits to accompany five of its Black History titles—the picture book *Amazing Grace: The Story of the Hymn* by Linda Granfield and illustrated by Janet Wilson; the middle grade historical novel *Stealing Home* by Ellen Schwartz; the historical nonfiction titles *Rapid Ray: The Story of Ray Lewis* and *Season of Rage: Hugh Burnett and the Struggle for Civil Rights* by John Cooper; and *I Came as a Stranger: The Underground Railroad* by Bryan Prince. Each kit may be downloaded in PDF format free of charge from the Tundra Books web site, www.tundrabooks.com.

Each kit includes a summary of the book, a time line that provides historical context, a list of discussion questions, suggested activities and projects, ways of linking the book to the curriculum in a variety of disciplines, and related texts, videos, and web sites for further information.

Other multicultural Tundra titles with Teachers Guide Kits include Anita Horrocks’s novel *Almost Eden* (Mennonites), *A Tapestry of Hope: Holocaust Writing for Young People*, *The Legend of the Panda* by Linda Granfield and illustrated by Song Nan Zhang, and *The Long Road*, written and illustrated by Luis Garay (Central American immigrants).

For more information, contact Tundra Books, 75 Sherbourne St., 5th Floor, Toronto, ON, Canada M5A 2P9; phone: (416) 598-4786; web site: www.tundrabooks.com. 