

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.

Barone, Diane M., and Xu, Shelley Hong. *Literacy Instruction for English Language Learners Pre-K-2*. New York: Guilford Press [72 Spring St., New York, NY 10012; www.guilford.com], 2008. 278 pp. ISBN 978-1-59385-603-8, \$48.00 (cl); 978-1-59385-602-4, \$28.00 (pb).

The authors of this text present research and instructional strategies designed to teach young English language learners basic literacy skills—reading, writing, and oral communication. Many of these strategies can be applied to any young child, but the authors focus on oral language development in English for students raised speaking a language other than English, enhancing vocabulary acquisition, and working with parents who speak little or no English. In fact, working with families and establishing a strong home-school connection are topics addressed early and often in this text, which also distinguishes itself as one of the few English Language Learners (ELL) early literacy textbooks that gives attention to the cultural values and linguistic challenges faced by ELL of Chinese, Korean, Vietnamese, and other Asian backgrounds. Other chapters discuss assessment, the encouragement of writing, creating instructional materials, phonics, spelling, and improving comprehension. The authors illustrate their strategies with real-life examples in the form of case studies and reproductions of students' work. Also included are sample lesson plans and assessment tools, questions for discussion and reflection, and lists of recommended books and online resources. Indexed.

Dunlap, Louise. *Undoing the Silence: Six Tools for Social Change Writing*. Oakland, Calif.: New Village Press [P. O. Box 3049, Oakland, CA 94609; www.newvillagepress.net], 2007. 240 pp. ISBN 978-0-9766054-0-9, \$20.01 (pb).

Dunlap's aim is to inspire and teach political activists to write, or to write better. She argues for the necessity of good writing—to persuade others through letters and op-ed articles in the newspaper, to obtain funds through grant proposals, and to communicate with supporters. She recognizes, however, that many activists are

unsure of their writing ability and have had little formal training in this area.

*Undoing the Silence* offers a step-by-step approach for the activist who is a reluctant writer. The first step, freewriting, involves letting go of one's inner judge. From there, readers are encouraged to find a writing process with which they feel comfortable, to organize their thoughts and frame their message, to direct their writing to a specific audience, to seek feedback, and to use proper grammar and vivid, precise language.

Cross-cultural examples highlight the written efforts of labor organizers in post-apartheid South Africa and peace activists and community organizers throughout the United States. The book includes many examples of effective letters to the editor, fundraising appeals, and other writing that can help get the beginner started. There is also an annotated bibliography of writing resources, organized by topic, and an index.

Harvey, William C. *Spanish for Law Enforcement Personnel*. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barronseduc.com], 2007. 425 pp. Includes 3 CDs. Second ed. ISBN 978-0-7641-9365-1, \$24.99 (pb).

Harvey, William C. *Spanish for the Construction Trade*. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barronseduc.com], 2007. 312 pp. Includes 2 CDs. ISBN 978-0-7641-7986-0, \$24.99.

The series of beginning-level Spanish guides geared to specific trades and professions continues with a guide for construction supervisors and a revision of the book for law enforcement officials. *Spanish for Law Enforcement Personnel*, first published in 1996, now contains vocabulary related to terrorism and homeland security, including procedures at airports and in places where large numbers of people gather. Police officers, other emergency first responders, court staff, and prison guards with no knowledge of Spanish learn rules of pronunciation, present-tense conjugations, commands, interrogatives, and basic vocabulary. Specific vocabulary units cover traffic accidents, fires, and medical emergencies; drug and alcohol abuse (with a focus on drunk driving arrests); domestic violence; other crimes; criminal investigations; the legal system and court proceedings; and public safety and health, among other topics. Assuming no knowledge of Spanish on the part of the reader, the book includes pronunciation for every word and phrase; the accompanying CD is a valuable reinforcement for those who wish to develop an "ear" for the language and to be understood. The author has, unfortunately, included same-sex relationships in the category of sexual crimes, a choice that merits

rethinking in future editions of this otherwise useful resource.

The shorter and more compact *Spanish for the Construction Trade* contains fewer grammar lessons and workbook-style exercises than *Spanish for Law Enforcement Personnel*. This is a straightforward and well-organized guide to the vocabulary of the construction trades. Chapters cover basic skills and general vocabulary for work relationships, grading and foundation, framing, mechanics, exterior work, interior work, and emergency situations. Again, words are accompanied by phonetic spelling and CDs that feature proper pronunciation. Both books contain glossaries. *Spanish for the Construction Trade* has English-Spanish only; *Spanish for Law Enforcement Personnel* features both English-Spanish and Spanish-English glossaries.

Leonard, Kathy S. *Latin American Women Writers: A Resource Guide to Titles in English*. Lanham, Md.: Scarecrow Press [4501 Forbes Blvd., Suite 200, Lanham, MD 20706; www.scarecrow-press.com], 2007. 350 pp. ISBN 978-0-8108-6015-5, \$80.00.

This exhaustive reference contains more than 3,000 titles by over 500 authors who have published works in English from 1898 to 2007. Included are a wide range of genres—novels, short stories, essays, biographies and autobiographies, and literature for children. Poetry, drama, literary criticism, and general nonfiction are not included. There are no annotations. Many of the works are stories and essays in anthologies; each story or essay is listed separately by author and again listed in a separate section for anthologies and their contents. The first chapter presents authors alphabetically, with country of origin and titles of works. (The most prolific, Chilean author Marjorie Agosín, occupies seven pages alone.) The second chapter lists the titles of the works in alphabetical order, with their authors. There are separate indexes for types of works—autobiographies and biographies, anthologies, and novels and novellas, arranged by author's name and also by country of origin. The book concludes with a lengthy list of critical sources dealing with Latin American women's literature.

Modéré, Armelle. *My First English/Spanish Dictionary of Sentences*. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barrons-educ.com], 2007. 128 pp. Illus. by the author. ISBN 978-0-7641-3865-2, \$14.99 (pb).

Published simultaneously in Barcelona, Spain, this dictionary for children at the primary level features sentences having to do with more than 50 subjects with which children are familiar. Among these are family, food, the body, clothing, toys and games, school, animals, holidays, and feelings. Key nouns (and occasional verbs and adjectives) within the sentences are boldfaced and defined in a glossary. There is both an English-Spanish and a Spanish-English glossary.

In keeping with the assumption that most readers in the United States are primarily English speakers seeking to learn Spanish, the

English sentences appear above the Spanish sentences and are in black type while the Spanish sentences are in a less readable gray type. And while the sentences themselves have definite articles, showing which nouns are preceded by *el* or *la*, the review chapter and the glossaries do not contain the definite articles that are so important to proper Spanish grammar. Still, this is an attractive resource for the ever-growing number of Spanish-language classes at the elementary level as well as for young Spanish-speaking students who are learning English.

Pugin-Rodas, M. C. *Ocean of Fire: Reproducible Activity Book*. Fairfax, Va.: ESOL Publishing [10305 Colony View Dr. Fairfax, VA 22032; (703) 250-7097], 2007. 258 pp. ISBN 978-0-8783761-3-9, \$22.95 (pb).

This activity book is designed to accompany the teen novel *Ocean of Fire*, which was published in spring 2007. The novel, written to appeal to English language learners because of its high interest level and simple sentence structure and vocabulary, presents eight high school students from diverse backgrounds who are trapped in the magma chamber of a volcano. To survive, they must work together, using their diverse talents.

The activity book features a variety of language-based exercises, beginning with vocabulary words. Students learn to recognize, spell, and define the words through word finds, unscramblers, and fill in the blanks. Comprehension is enhanced through journal writing prompts and review questions. Most of the activity book chapters correspond to the novel's chapters; additional activities include recipes from the characters' countries of origin, a diorama, a character mobile, and a comic strip-style story map.

Saviano, Eugene, and Winget, Lynn W. *2001 Spanish and English Idioms*. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barrons-educ.com], 2007. 418 pp. Third ed. ISBN 978-0-7641-3744-0, \$16.99 (pb).

Saviano, Eugene, and Winget, Lynn W. *Modismos Ingleses para Hispanos/English Idioms for Spanish Speakers*. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barronseduc.com], 2007. 418 pp. Second ed. ISBN 978-0-7641-3752-5, \$9.99.


Available in a convenient small-format, plastic-coated edition, *Modismos Ingleses para Hispanos/English Idioms for Spanish Speakers* expands on the original dictionary of words and expressions published in 1996. Over 2,500 words and phrases are covered, helping Spanish-speakers who have some familiarity with English pronunciation, vocabulary, and grammar to understand common expressions that would otherwise prove confusing, as English has many words that have different meanings in different contexts. The expressions are, for the most part, ones commonly used in the United States—as opposed to Canada, the United Kingdom,

Australia, or other English-speaking areas—and well-established, following many generations of use. Contemporary slang and expressions that are not G-rated are not included here. The dictionary is designed for students from the intermediate level on, business travelers, and short- and long-term residents in the United States.

For English-speakers and anyone needing a two-way dictionary, *2001 Spanish and English Idioms* is a thick paperback that expands on the pocket dictionary. A few additional idioms are included (also G-rated), bringing the total to 2,800 for each language, and they are presented in the same format, with Spanish or English equivalents for individual words, followed by a list of expressions that incorporate the word.

Xing, Jun; Li, Judith; Roper, Larry; and Shaw, Susan, eds. *Teaching for Change: The Difference, Power, and Discrimination Model*. Lanham, Md.: Lexington Books/Rowman & Littlefield [4501 Forbes Blvd., Suite 200, Lanham, MD 20706; www.scarecrowpress.com], 2007. 250 pp. ISBN 978-0-7391-1430-8, \$75.00 (cl);

978-0-7391-1914-3, \$29.95 (pb).

Thirteen essays address cultural diversity and equity in education at the college and university level. The authors focus on the Difference, Power, and Discrimination (DPD) Model, a 15-year-old initiative at Oregon State University in Portland. The first chapter gives an overview of Oregon history, the ethnic diversity of the state, and the factors that led Oregon State University to institute the DPD Model—notably a number of well-publicized incidents of discrimination on campus and civil rights activism on the part of an increasingly multicultural community both on and off campus. Additional chapters describe the rationale and need for a new curriculum to counteract racism and promote diversity, faculty development, curricular transformation, and efforts to institutionalize reforms in order to create a more supportive climate for minority faculty and students. The book's final section addresses ways in which those who developed the model at Oregon State University have sought to apply it to other institutions, including a nearby community college and, through a summer workshop, two- and four-year colleges in other parts of the country. Indexed. 

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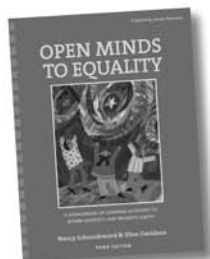
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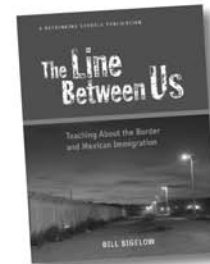
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