

# Chalkboard

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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.

**Advance Publishing** announces its 2009–2010 catalogs, one for the elementary level and the other for middle and high school students. Among the newest releases are bilingual, English-Spanish, picture books *No Longer a Dilly Dally/Nunca Más a Troche y Moche* and *The Ugly Caterpillar/La Oruga Fea*; the Quest for Success Graphic Novels for middle-grade readers *Dream/Sueña*, *Fast Forward/Avance Acelerado*, and *The Race/La Carrera*, and a Spanish-language audio CD of *La Oruga Fea*.

The mission of Advance Publishing is to produce books for children and teens that teach life skills and character. All of the books, which are written by author, entrepreneur, and motivational speaker Carl Sommer, are didactic in nature, from a variation of “The Ant and the Grasshopper” for young children (*No Longer a Dilly Dally/Nunca Más a Troche y Moche*) to a tale of two African-American brothers and their Latino friend who must choose between joining a gang and getting an education (*Dream/Sueña*). In the case of *Dream/Sueña*, a wise grandfather advises, leads by example, and describes the lives of four historical figures—Benjamin Franklin, George Washington Carver, Helen Keller, and Abraham Lincoln—who overcame great obstacles and made good choices. All of the teen books include the 14 principles of the “Dare to Dream” challenge.

The Spanish translations are, in general, competent but wooden and literal. There are some errors, including the title of *No Longer a Dilly Dally/Nunca Mas a Troche y Moche*.

For more information about the publisher and its character education programs, contact Advance Publishing, (713) 695-0600, or visit the web site, [www.AdvancePublishing.com](http://www.AdvancePublishing.com).

Algozzine, Bob; O'Shea, Dorothy J.; and Obiakor, Festus E., eds. ***Culturally Responsive Literacy Instruction***. Thousand Oaks, Calif.: Corwin Press [2455 Teller Rd., Thousand Oaks, CA 91320; (800) 233-9936; [www.corwinpress.com](http://www.corwinpress.com)], 2009. 196 pp. ISBN 978-1-4129-5774-8, \$35.95 (pb).

In seven essays that address various aspects of literacy instruction, the editors and contributors attempt to counterbalance the woeful absence of diversity topics and multicultural

resources in most standard textbooks. Unfortunately, the case studies that begin each chapter assume a deficit model—a child who is falling behind academically or presenting behavioral problems. In fact, culturally responsive literacy teaching benefits all children—those who have not succeeded with traditional approaches, culturally diverse students who are succeeding but would feel more welcome with their heritages validated and embraced, and majority-group students who need to have their eyes opened to those around them.

The essays include all culturally diverse learners, not only those who are learning English as a second language. Following an introductory essay that offers an overview of reading instruction, the topics discussed are phonological processing, decoding and structural analysis, fluency, vocabulary building, comprehension, and the importance of culturally responsive instruction (which would have been better placed at the beginning). Each essay starts with a case study and then offers approaches and lessons for the elementary, middle, and high school levels. The textbook concludes with a list of print and web resources and an index.

***America's Heart and Soul, Classroom Edition***. Elk Grove Village, Ill.: Disney Educational Productions [1200 Thorndale Ave., Elk Grove Village, IL 60007; (800) 295-5010; [www.disneyeducation.com](http://www.disneyeducation.com)], 2008. DVD. 88 minutes. Color. ISBN 1-59753-212-6, \$49.95.

This DVD takes the middle school age viewer on a tour of the United States through the stories of diverse Americans who are pursuing their American dream. We see a family of African-American jazz musicians in New Orleans, brothers who dance salsa professionally in Miami, a blind mountain climber who is working toward climbing the highest peaks on every continent, Olympic boxer Michael Bennett working with young people in a gym in Chicago to keep them off the streets, the pastor of a multiethnic church in San Francisco, and more. In all, there are 29 segments, most less than five minutes long; each can be viewed separately. While the tone is inspirational—with upbeat music and aerial photographs of mountaintops and cities—the film shows the hardships and tragedies that are part of the American experience—for instance, young people whose promise is snuffed out by inner city violence. There are many lessons for young viewers along the way.

Along with the film, the DVD contains pop-up trivia quizzes in history and geography, a section of extension activities, and a web link to a Teachers' Guide with background information (especially important because the locations are not always identified in these brief segments), discussion questions, more activities, and print, web, and multimedia resources.

Asia Society. *Expanding Horizons: Building Global Literacy in Afterschool Programs*. New York: Asia Society [www.asiasociety.org/education/pgl/publications-afterschool.htm], 2009. 72 pp. Includes DVD. Published in cooperation with the Partnership for Global Learning. \$25.00 + s/h.

This attractive guide is designed for elementary, middle, and high schools and for community organizations seeking to implement programs after the regular school day. These may be childcare programs, structured classes, extracurricular clubs, and co-op or internship programs. The first part argues for the implementation of global literacy programs in an increasingly interdependent world. General advice on designing, organizing, and promoting such programs to students and their families are the topic of the guide's next two parts. The fourth part is more specific, describing approaches for teaching global literacy in various disciplines—English, world languages, technology and media, geography, science, mathematics, economics and career development, civics and service learning, the fine arts, and sports. The final section addresses staff recruitment and training for high-quality programs. Sidebars introduce special topics ranging from sources for global curriculum resources to locating news from around the world and funding international travel. A list of references concludes the guide, which also contains a DVD with video clips from model programs for various ages in schools around the country.

Avila, Salvador. *Crash Course in Serving Spanish-Speakers*. Santa Barbara, Calif.: ABC-CLIO/Libraries Unlimited [130 Cremona Dr., Santa Barbara, CA 93117; (800) 368-6868; www.abc-clio.com], 2008. 118 pp. Series: Crash Course. ISBN 978-1-59158-713-2, \$30.00 (pb).

Directed to librarians who find themselves serving Spanish-speaking communities in the United States, this “crash course” offers a brief introduction to policies, people, and resources. Avila, a branch manager in the Las Vegas–Clark County Library District, combines practical advice with advocacy, urging non-Latino librarians to learn more about Latino cultures and countries of origin, challenging stereotypes (such as “Spanish-speakers do not read”), and devoting an entire chapter to why librarians should make the effort to serve Spanish-speakers.

Avila offers advice on interacting with Spanish-speaking library users and staff, marketing the library, organizing programs, and obtaining materials in both Spanish and English that would be of interest to Latinos. One especially useful chapter contains findings from the *Reaching the U.S. Hispanic Market* survey conducted by the Direct Marketing Association in 2006. Avila illustrates many of his points with examples of policies and programs from his own library system. Back matter includes Internet links, Spanish translations of Library of Congress Subject Headings, a bibliography, and an index.

Barrera, Isaura, and Kramer, Lucinda. *Using Skilled Dialogue to Transform Challenging Interactions: Honoring Identity,*

*Voice, and Connection*. Baltimore: Brookes Publishing [P.O. Box 10624, Baltimore, MD 21285-0624; (410) 337-9580; www.brookespublishing.com], 2009.

Written for early childhood educators, this guidebook offers suggestions for dealing with cultural differences and potential conflicts and misunderstandings among children, family members, and teachers and staff. The Skilled Dialogue approach contains three critical aspects—respect for one another, reciprocity in acknowledging different perspectives, and responsiveness. The authors describe how the Skilled Dialogue approach can nurture children's sense of self, build social skills, increase confidence in interactions with the outside world, and defuse behavioral problems. Throughout, Barrera and Kramer offer examples from their own teaching careers and case studies of children and their teachers in challenging situations—conflicts among children, between children and teachers, and between teachers and the child's primary caregivers. Many of the special needs children in these examples are described as ranging from ADHD (attention-deficit-hyperactivity disorder) to learning disabled to gifted and talented. In other cases, teaching and parenting styles do not match well, leaving children confused, teachers frustrated, and parents angry. Particularly useful are accounts of conflicts, and the “do-over version”—how the teacher could have managed the interaction in a more culturally sensitive way—is presented as a side-by-side chart. Each chapter includes questions for discussion, and the book concludes with references, a cultural data checklist to learn about each child's background, and an index.

Bradley, Kathleen E. *Chief Joseph and the Nez Perce*. ISBN 978-1-4333-0543-6

Bradley, Kathleen E. *Reconstruction After the Civil War*. ISBN 978-1-4333-0547-4.

Isecke, Harriet. *Civil Rights Freedom Riders*. ISBN 978-1-4333-0554-2.

Isecke, Harriet. *Immigration for a Better Life*. ISBN 978-1-4333-0549-8.

Isecke, Harriet. *The Sojourner Truth Story*. ISBN 978-1-4333-0544-3.

Shannon, Catherine M. *Narcissa Whitman and the Westward Movement*. ISBN 978-1-4333-0542-9.

Sugarman, Dorothy Alexander. *World War I in Flanders Fields*. ISBN 978-1-4333-0551-1.

Sugarman, Dorothy Alexander. *World War II Battle of Normandy*. ISBN 978-1-4333-0553-5.

Each vol.: Huntington Beach, Calif.: Teacher Created Materials [5301 Oceanus Blvd., Huntington Beach, CA 92649; (714)

891-2273; www.tcmpub.com], 2009. 32 pp. Series: Building Fluency Through Reader's Theater. \$8.99.

Reader's Theater—in which students read scripts aloud, with the option of acting them out—can add interest to a variety of disciplines while increasing reading fluency and comprehension. These series volumes use Reader's Theater to teach about moments in American history, with a focus on how historical events affected Americans of diverse backgrounds. For instance, *Reconstruction After the Civil War* focuses on an African-American family whose members realize that education is key to resisting the false promises of the Carpetbagger and attaining a better life in the face of the plantation owners' resurgence. *The Sojourner Truth Story* and *Civil Rights Freedom Riders* depict heroic leaders and moments in African-American resistance to enslavement, oppression, and discrimination. *Narcissa Whitman and the Westward Movement* explores a violent encounter between Christian missionaries and Cayuse and Nez Perce Indians after a post-contact measles epidemic claimed many Indian lives. Unfortunately, the Indians are depicted as ignorant and bloodthirsty, barely mitigated by the presence of the peaceful Cree wife of a French trader. In *Chief Joseph and the Nez Perce* the emphasis is on the White defeat of the Nez Perce leader, who refused to take his people to the reservation. *Immigration for a Better Life* portrays a friendship between two immigrant families—one Russian Jewish, the other Italian Catholic.

While some of the scripts are better written than others, all of them are designed principally to convey information and to teach lessons. However, they may serve as starting points for classes at the older elementary and middle school level to write their own scripts with more natural-sounding dialogue. Each volume contains a summary of the story, a list of characters (though a pronunciation guide would be helpful for many of the names), a couple of excerpts from primary source documents, and a glossary. For those seeking extensions of the scripts, or wanting to write their own, a list of additional readings would be helpful.

***Earth Matters: Studies for Our Global Future.*** Washington, D.C.: Population Connection [2120 L Street NW, Suite 500, Washington, DC 20037; (202) 332-2200; www.population-connection.org], 2009. CD-ROM for Mac and Windows. Third ed. ISBN 0-945219-20-2, \$15.00.

Created for the high school level, this CD-ROM offers 32 readings and 42 teaching activities related to population and environmental issues around the world. The readings and activities are grouped into 16 thematic units—population dynamics, climate change, air pollution, water resources, forests, oceans, food and hunger, solid waste, biodiversity, energy, rich and poor, urbanization, sustainable economics, the world's women, health, and personal consumption. The readings highlight problem spots and innovative solutions around the world. For instance, New York City's borough of the Bronx has one of the highest rates of asthma hospitalizations in the world, due to air pollution from a variety of sources. Readings on solu-

tions include Iran's surprisingly innovative population control program and microlending to alleviate poverty in South Asia. Other case studies include the slums of Rio de Janeiro, Brazil (urbanization), and the education of girls in Kerala, India (the world's women).

The activities are varied, interesting, and highly interactive. An introductory page for each informs teachers as to the amount of time required, the format of the activity, the subjects covered, and the national standards each one fulfills. Science, mathematics, health, and social studies are well covered, but the activities also touch on language arts.

Extensive cross-references for both readings and activities allow students to draw connections among the different aspects of population, the environment, and economic development. For example, readings on education, health, women's rights, and population control reveal that when a developing society provides educational opportunities for girls, families have fewer children and those they have lead healthier and more secure lives.

Additional useful features include a glossary and a list of books and web sites arranged by unit. This highly recommended third edition has been thoroughly updated and is the first edition of this resource to be released as a CD-ROM.

Flores, Peggy. ***Creating Cultural Art.*** Glenview, Ill.: Crystal Productions [P.O. Box 2159, Glenview, IL 60025; (800) 255-8629; www.crystalproductions.com], 2008. DVD or VHS. 27 minutes. Color. ISBN 978-1-56290-608-5, \$29.95 (DVD), 978-1-56290-609-2, \$29.95 (VHS).

Multicultural art expert Flores presents a variety of indigenous art forms created with or inspired by natural materials. She demonstrates five projects that are appropriate for classes from grade four through eight. The first of these is the Celtic knot, an intertwining design inspired by vines wrapped around tree trunks; using pencil, eraser, and markers, Flores draws a ribbon wrapped around a letter in imitation of the illustrations from the *Book of Kells*. She then moves on to milagros—foil figures used as charms—that originated in Spain but still flourish today in Mexico and Central America. The third project is a wycinanki, a symmetrical appliqué design that often depicts animals. The wycinanki came from Poland and were first made of bark and leather, though this project uses construction paper.

The fourth project, bark painting, also traces its origin to Mexico and Central America, among the indigenous tribes of the region. Flores crumples, then irons, craft paper to give the texture of bark or cloth and paints brightly colored birds on the ironed paper. Finally, she demonstrates tapa cloth, an art form from Hawaii that, like the wycinanki, uses symmetrical designs. Rather than using natural fibers, she once again irons crumpled craft paper. The video concludes with a display of projects created by students.

Hargraves, Orin. *Slang Rules: A Practical Guide for English Learners*. Springfield, Mass.: Merriam-Webster [P.O. Box 281, Springfield, MA 01102; www.merriam-webster.com], 2008. 184 pp. ISBN 978-0-87779-682-4, \$18.95 (pb).

Recognizing that English language learners may be baffled by slang expressions and differences between written and spoken English, Hargraves has created a lively and frank text/workbook tool. The units are organized by topic. Some of the topics have to do with greetings and informal pronunciations (coulda, shoulda, woulda); others introduce terms to express emotional states (anger, agreement/disagreement, fear, happiness); while others name the places, people, and objects of daily life (car terms, college slang, terms for being drunk, high, sick, or dead).

Hargraves does not shy away from profanities, and he is very clear about the context in which they are used (and not used). Cartoon-like illustrations and a variety of written exercises, with an answer key in back, reinforce the text. Words are defined and used in context, but there are few phonetic spellings. An audio CD with pronunciations and dialogue would be a helpful addition to a new edition. And a new edition may not be long in coming, because slang changes with lightning speed. Despite the author's effort to include expressions that have survived at least a decade, using this book five years from now may make the language learner appear hopelessly out of date. Indexed.

Hart, Carl W. *The Ultimate Phrasal Verb Book*. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barronseduc.com], 2009. 410 pp. Second ed. ISBN 978-0-7641-4120-1, \$14.99 (pb).

Among the topics students need to know for English proficiency exams such as the TOEFL are phrasal verbs—verbs combined with prepositions or adverbs. These often have meanings different from those of the verbs and other parts of speech alone. Some have multiple meanings (“turn out” or “care for”). In some cases, the phrasal verbs are even used as nouns (“break-down”) or adjectives (“stressed-out”). Fifty chapters present different types of phrasal verbs (about 400 in all), addressing verb tenses, gerunds, specific prepositions, and verbs with a large number of phrasal variations such as “get” and “turn.” Each chapter begins with a brief, clearly written summary, followed by the various phrasal verbs in that category, with definitions and then used in sentences. Approximately five exercises per chapter, with answers in the back, reinforce the lessons and build general comprehension skills. Indexed.

Harvey, William C. *Inglés para Latinos, segundo nivel* (English for Latinos, Second Level). Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barronseduc.com], 2009. 320 pp. + 3 audio CDs. Second ed. ISBN 978-0-7641-9547-1, \$24.99 (pb).

Following the publication last year of a brand-new edition of the beginning level of this at-home study resource comes the second level, which concentrates on verb tenses and conjugations and a variety of vocabulary related to work and everyday living. Cartoon drawings give the book a lighthearted look designed more to allay fears of learning a new language than to illustrate definitions. Given the difficulty of pronouncing English in comparison to Spanish, each new word is followed by its phonetic spelling (oriented toward Spanish) in parentheses; three audio CDs allow English learners to hear words and phrases spoken by native speakers. Each chapter contains a few written exercises, with answers in back. Word search and crossword puzzles make the memorization of vocabulary easier and more fun. Appendixes include a two-way dictionary of words introduced in the book and a list of irregular verbs.

Cultural information is incorporated into the language exercises rather than presented in sidebars. Illustrations also depict aspects of life in the United States, among them religious buildings, a man on the moon, a Black man singing, a young woman in a bikini, and a hand holding a revolver.

Ibrahim, Ragy. *Learn Arabic the Fast and Fun Way*. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barronseduc.com], 2009. 190 pp. ISBN 978-0-7641-4024-2, 18.99 (pb).

The hand with the stopwatch on the cover gives prospective Arabic learners a sense that the language can be picked up quickly and easily. Inside, the author suggests pacing the study in 15-minute intervals that add up to one unit each day. In all, there are 30 units designed to introduce the language to the beginner, teach basic vocabulary, and offer advice on culture and comportment in Arabic-speaking countries.

The book begins with the Arabic writing system (which, for all but the most gifted with languages, will take more than a day, or even a week, to master). The Arabic letters are presented on a chart with their transcription and pronunciation notes. After a brief lesson on grammar and sentence structure, charts present the parts of speech, present-tense verb conjugations, pronouns, and possessives. Each chapter includes a dialogue with cultural information, corresponding vocabulary, and grammar lessons with exercises. Color illustrations enliven the presentation and help with vocabulary learning. Additional exercises with answer keys conclude the book.

Although most users of this book will have to devote more time than a few minutes a day to study, those traveling to the Middle East and North Africa should be able to meet people, find their way around, shop, order a meal, and get help in an emergency—provided they do their homework.

Kendris, Christopher. *Spanish Now! Level 2*. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barronseduc.com], 2009. 600 pp. + 3 CDs. Third ed. ISBN 978-0-7641-9549-5, \$29.99 (pb).

First published in 1987 and previously revised in 1996, this thick workbook is designed to prepare high school students for state tests and, in the final two units that preview Level 3, the Advanced Placement exam. Units are organized by the verb tenses and conjugations, with vocabulary, grammar, and reading comprehension exercises brought in. The volume goes beyond the standard language instruction tool by bringing in cultural information and real-life uses of Spanish in classified ads and posters. Many of the readings introduce aspects of Spanish and Latin American history, culture, and daily life. Also featured are reproductions of classical paintings by Bartolomé Esteban Murillo, El Greco, and others.

New to this edition are the three audio CDs that supplement the exercises and allow the user to improve listening comprehension and speaking skills. The book concludes with answers to the exercises and a two-way vocabulary list.

Kenner, Charmian, and Hickey, Tina, eds. *Multilingual Europe: Diversity and Learning*. Stoke-on-Trent, U.K.: Trentham Books; dist. by Stylus Publishing [22883 Quicksilver Dr., Sterling, VA 20166; (800) 232-0223], 2008. 198 pp. ISBN 978-1-85856-423-4, \$32.95 (pb).

Like the United States, Europe has seen a major increase in immigration in the past three decades. But a continent made up of many small countries, each with their own language (and in some cases different languages within the country), has seen a multiplicity of approaches to the education of immigrant children. In addition, because of the European nations' colonial histories, the countries of origin vary widely. Some European countries have been more successful than others in helping children and their families adjust.

The 33 essays in this volume focus on the policies, approaches, innovations, and challenges of an increasingly diverse Europe. Also included as part of Europe is Israel, and authors of several essays discuss the education of immigrants to Israel as well as the education of Palestinians in the Occupied Territories. The volume is divided into three parts, addressing national identity in multilingual communities (an interesting perspective here involves Spanish-speaking Ecuadorian immigrants to Barcelona, where schools have been engaged in efforts to rekindle the use of Catalan); links between school and family; and teacher education and national policies. Along with the essays are case studies, some presented in the form of dialogues. The book concludes with discussion questions, an extensive reference list, and an index.

Lipton, Gladys C. *French-English/English-French Beginner's Dictionary: A Beginner's Guide in Words and Pictures*. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barronseduc.com], 2009. 490 pp. Fourth ed. ISBN 978-0-7641-3975-8, \$8.99 (pb).

Lipton, Gladys C., and Muñoz, Olivia. *Spanish-English/English-Spanish Beginner's Dictionary: A Beginner's Guide in Words and Pictures*. Hauppauge, N.Y.: Barron's [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; www.barronseduc.com], 2009. 450 pp. Fourth ed. ISBN 978-0-7641-3968-0, \$8.99 (pb).

Beginning students in French or Spanish, or French or Spanish speakers learning English, will find these dictionaries more readable and user-friendly than standard two-way dictionaries. Each entry contains the word, its phonetic spelling, the part of speech, present-tense conjugations for common verbs, a sentence that uses the word in context, and, in about one out of ten entries, an illustration. In all, 1,400 words are included in each volume. Among additional features are verb tenses and conjugations, days and months, numbers, weights and measures, common phrases for travelers, and a world map that shows where French or Spanish is spoken.

New to the fourth edition of each volume are sidebars that contain cultural information in both languages. One side contains information about France or about Spain/Latin America (the French volume does not include information on Quebec or Francophone Africa/Caribbean); the other side highlights major aspects of U.S. culture. Among the topics covered are sports, proverbs, and national holidays.

**Mitten Press**, a division of the Ann Arbor Media Group, announces that along with the paperback release of *No English*, the company has made available a free downloadable *Teacher's Guide* at its web site, [www.mittenpress.com](http://www.mittenpress.com). The book portrays the changing relationship between Diane and the new girl from Argentina, Blanca, who is assigned to sit next to her in her second grade class.

Created by author Jacqueline Jules herself—she works as a school librarian in a district with many immigrant students—the 22-page guide includes pre- and post-reading discussion questions and activities, an activity “Unpacking in a New Country” that explores what it is like for a child to immigrate, and an activity “Putting Out the Welcome Mat” that solicits students' ideas for how to make a new immigrant feel more at home. Other activities and worksheets include words and numbers in Spanish and English, science facts about the seasons in the Northern and Southern Hemisphere, research prompts about the country of Argentina, story comprehension questions, questions about feelings and conflict resolution, and puzzles and games.

*No English* is available in both hardcover (ISBN 978-1-58726-474-0, \$17.95) and paperback (ISBN 978-1-58726-566-2, \$9.95). The book and the *Teacher's Guide* are geared to classes in grades one through four.

**My Second Language Publishing** has released a new three-level series designed to introduce home-schooled elementary-age children to a variety of world languages. At present, the

books are available for teaching Spanish, Portuguese, French, and German.

Level One books, which in Spanish include *Arriba Is Up* and *Uno y Dos Are One and Two*, are 16 pages long. They feature bright cartoon-like illustrations of animals and toys by ten-year-old Megan Chung and repetitive, occasionally rhyming text by Joyce Fernández that adds words in Spanish to the mostly English-language story. An example: “Along comes a little breeze. Away goes my kite. Una brisa is a breeze. La cometa is the kite. Oh, Mamá! You can hear me say... ‘Arriba is up! I am going up, up and away!’” In general, the text flows well between the two languages, making this level’s books good read-alouds for the primary grades—as long as the reader is familiar enough with the target language to pronounce the words correctly. There is no glossary for this level.

A glossary does appear in Level Two. Books in Level Two contain the same story lines as in Level One, but with vocabulary words defined under the illustrations (these by adult illustrator Laura Jean Kolb Marsh) along with five to seven “fun sentences.” The sentences, in the target language and translated into English, are designed to teach verb conjugations and grammar, as students will eventually substitute verbs in other tenses to the ones in the text. Over 100 words are introduced in these volumes.

Level Three replaces illustrations with photographs by author Fernández. The story lines in these 32-page volumes are more complex, in terms of both vocabulary and concepts, and are more suitable for the older elementary and middle school age. Each book contains a bilingual story with vocabulary words on each page.

For more information and pricing, contact My Second Language Publishing, 165 River Hills Dr., Clayton, NC 27527; phone: (919) 359-1571; web site: [www.mysecondlanguagepublishingusa.com](http://www.mysecondlanguagepublishingusa.com).

**Oyate** has released its 2009–2010 annotated catalog of recommended materials for teaching children about the Native experience in the Americas. All titles are available through Oyate; many are releases of Native publishers and not available anywhere else.

The catalog includes books (divided by age group: preschool and up, grades 4 and up, grades 7 and up, high school and adult, and reference), teacher guides and curricula, story audiotapes and CDs, videotapes and DVDs, humorous materials in all media, and posters. Annotations are extensive and include the tribal affiliation of authors, illustrators, and producers where applicable. On the back cover is a “how-to” guide titled “Teaching Respect for Native Peoples.”

The catalog is available free of charge from Oyate, 2702 Mathews St., Berkeley, CA; phone: (510) 848-6700; web site: [www.oyate.org](http://www.oyate.org).

Sussman, Joni Kibort, ed. *My First Yiddish Word Book*. Minneapolis: Lerner/Kar-Ben [241 First Ave. N., Minneapolis,

MN 55401; (800) 328-4929; [www.karben.com](http://www.karben.com)], 2009. 32 pp. Illus. by Pepi Marzel. ISBN 978-0-8225-8755-2, \$17.95.

Whether or not they have *bubbes* (grandmas) and *zeydes* (grandpas) to help teach them, young children will enjoy this charmingly illustrated introduction to Yiddish vocabulary. Here are words for the body, family members, clothing, the house, school, the playground, the city, the grocery store, the zoo, a birthday party, the day and the seasons, and numbers and colors. Each page has a picture with the people, animals, or objects that are defined below, smaller pictures with each definition, the word in Hebrew script, its transliteration, and its English definition. The introduction includes a pronunciation guide, and the last page has a list of all the words included.

Though written in Hebrew script, Yiddish—spoken by Ashkenazic Jews for centuries—incorporates German and a bit of various Eastern European languages. Those who know some German will recognize the similarities, and there are some cognates with English too.

Tileston, Donna Walker, and Darling, Sandra K. *Closing the Poverty Gap: Strategies to Reach Every Student*. Thousand Oaks, Calif.: Corwin Press [2455 Teller Rd., Thousand Oaks, CA 91320; (800) 233-9936; [www.corwinpress.com](http://www.corwinpress.com)], 2009. 120 pp. Foreword by Belinda Williams. ISBN 978-1-4129-5530-0, \$56.95 (cl); 978-1-4129-5531-7, \$25.95 (pb).

The authors’ focus is on teaching poor children who are also members of ethnic minority groups. Seeking to move beyond a deficit model of poverty, they call on teachers to implement methods that build on the assets and values of diverse cultures—replacing individualist models with the collectivist orientation of 70 percent of the world’s population. In the classroom, this shift in methods would incorporate culturally relevant materials, technology, small group work, and strategies that encourage students to think aloud and make meaning of what they have learned.

The authors explore the value of motivation from within, the building of resiliency (teaching social skills, conflict resolution and problem-solving skills, self-control, self-efficacy, and optimism) so that students can better survive the hardships and dangers of a childhood in poverty, and the teaching of declarative (specific information) and procedural (interpretation) knowledge. The final chapters discuss the role of school leaders and the community in working to close the achievement gap among culturally diverse students living in poverty, with an emphasis on preparing students for high-stakes tests. Indexed.

Zang Si-Ying; Forrest, Helen; and Macaulay, Alison. *Barron’s Children’s English-Chinese/Chinese-English Dictionary*. Hauppauge, N.Y.: Barron’s [250 Wireless Boulevard, Hauppauge, NY 11788; phone: (631) 434-3311; [www.barronseduc.com](http://www.barronseduc.com)], 2009. 422 pp. ISBN 978-0-7641-4106-4, \$14.99 (pb).

Students at the older elementary level and up will appreciate this appealing and useful dictionary of common words in Mandarin Chinese and English. Although this is a two-way dictionary, the primary audience seems to be Chinese youngsters who are learning English, as attractive cartoon illustrations accompany many of the English words. Each English word is spelled phonetically according to the international phonetic alphabet, defined in Chinese characters, and used in a sentence, with a translation into Chinese of that sentence. In the case of the Chinese words, the characters are transliterated into the international phonetic alphabet prior to the English definition. While there are no sentences used, the dictionary does include two- or three-word phrases with the Chinese words and the English translation. A final section provides bilingual entries for numbers, days of the week, months, expressions for telling time, common given names (useful for the Chinese youngster who is choosing an English name), and other information of interest to the middle-grade student.

The dictionary was first published in China in 2004, with English-language-friendly elements added in this U.S. and Canadian edition. Among the additions are a preface in English and an index with the English words followed by their Chinese equivalents. 📖

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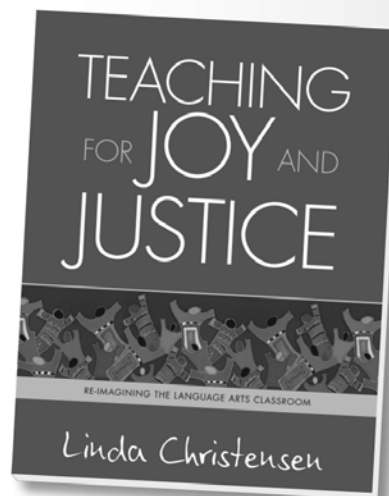
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