

Crosswalks Care Package

November 2007

Content Resources

Critical Competencies for Teachers of Children Whose Home Languages are Other Than English

The United States faces a major challenge in educating the more than 10 million students who speak a language other than English at home. There is mounting evidence that English learners, when given access to qualified, well-prepared and caring teachers, can meet the rising expectations of the American educational system. An essay by Barbara Merino, professor and director of the Teacher Education School at the University of California at Davis, addresses this fundamental need by reviewing three principal traditions that are used to define teacher competencies. She also identifies the necessary competencies that teachers of English learners should possess, such as understanding learners and their families, especially the impact of language and culture on communities living in poverty. In addition, teachers of English learners should possess the skill and experience in working effectively and collaboratively within small communities of inquiry.

Download at <http://lmri.ucsb.edu/publications/newsletters/v16n4.pdf>

Paying the Price: The Impact of Immigration Raids on America's Children

This report by the National Council of La Raza and the Urban Institute, details the consequences of immigration enforcement operations on children's psychological, educational, economic, and social well-being. The report profiles three communities that experienced large-scale worksite raids by U.S. Immigration and Customs Enforcement (ICE) within the past year: Greeley, Colorado; Grand Island, Nebraska; and New Bedford, Massachusetts. Download at

<http://www.nclr.org/content/publications/download/49166>

School Integration: Resources for Exploring Successes and Setbacks

Fifty years after Little Rock, where are we now? How do the lessons of *Brown vs. Board of Education* and the Little Rock crisis still resonate in today's legislative landscape? What does the recent Supreme Court ruling really mean to today's-and tomorrow's-public school students? The Anti-Defamation League offers curriculum lessons and educational resources that assist educators in examining issues of school integration.

- 50 Years after Little Rock: Successes and Setbacks
http://www.adl.org/education/little_rock/
- "A Time for Sight:" The Debate over Color Blindness and Race-Consciousness in School Integration Policy
http://www.adl.org/education/curriculum_connections/little_rock/

Supporting new educators to teach for social justice: The critical inquiry project model

In this article from *Teaching for Social Justice*, author Bree Picower describes the activities of a small group of new teachers, led by Picower as a teacher educator/facilitator, to critically examine their practice and efforts at teaching for social justice. This research study reveals the issues and challenges that new teachers face in taking a stand for social justice, and also provides a model for "re-engaging" teachers in social justice work. Download at

<http://www.urbanedjournal.org/articles/article0035.html>.

Supporting new visions for social justice teaching: The potential for professional development networks

Anna Burns Thomas' study, published in *Teaching for Social Justice*, provides a unique model for supporting new teachers who want to teach for social justice. Burns Thomas tells the story of four beginning teachers (herself included) who were involved in a progressive teacher network. The teachers challenged the network to be innovative in supporting their needs and bringing their vision of justice to teaching. The result was a collaborative effort between new and experienced teachers to celebrate children and their work through a highly organized and child-centered grand event, "The Celebration of Children's Work." Download at <http://www.urbanedjournal.org/articles/article0031.html>.

Instructional Resources

Handouts from the Crosswalks National Institute Available Online

Whether you were able to join us at the Crosswalks National Institute in July 2007 or not, please consider accessing resources from institute sessions online. A brief overview of the content of each session is provided at <http://www.fpg.unc.edu/~scpp/pages/training.cfm>, along with downloadable versions of PowerPoint presentations, handouts and other session materials. Among the topics covered at the four day meeting were how to prepare your students to support young English language learners; how to collaborate with culturally and linguistically diverse family and community partners as part of coursework and practice; how to use instructional dilemmas to explore issues of culture; approaches for using state and national standards as a framework for increasing the emphasis on diversity; and resources for use in professional development.

Chutes or Ladders? Creating Support Services to Help Early Childhood Students Succeed in Higher Education

Kara Dukakis, Dan Bellm, Natalie Seer, and Yuna Lee of the Center for the Study of Child Care Employment are responsible for this thoughtful report which explores efforts in California to support nontraditional students generally, and early childhood education (ECE) nontraditional students in particular. One specific recommendation of the report is that institutions of higher education (IHEs) and localities make an investment in targeted supports for ECE students in order to improve their success in school and beyond. The report is available at http://www.iir.berkeley.edu/cscce/pdf/chutes_ladders07.pdf.

Children's Books for Hispanic Heritage Month

As part of the celebration of Hispanic Heritage Month 2008, colleagues at FPG shared favorite books for children that are written in Spanish or feature Hispanic/Latino themes and characters. A formatted and annotated version of that list is attached.

Questions? Comments? Suggestions? Contact Camille Catlett at (919) 966-6635 or catlett@mail.fpg.unc.edu

Children's Books for Hispanic Heritage Month

Compiled and annotated by Linzy Abraham, Frances Campbell, Dina Castro, Camille Catlett, Aryn Dotterer, Bruno Estigarribia, Cristina Gillanders, Jean Guenther, Syndee Kraus, Chih-Ing Lim, Yalitza Ramos, Barbara Wasik, and Noreen Yazejian.

Ada, A.F. (1997). *Mediopollito/Half Chicken*. New York: Bantam Doubleday Dell Books. This traditional Spanish folktale about a special chicken who becomes a weather vane is told in Spanish on the left side of each festively colored double-page spread and in English on the right.

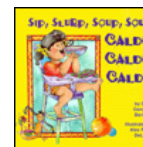


Alarcón, F. X. (1997). *Laughing tomatoes and other spring poems. (Jitomates risueños y otros poemas de primavera)*. San Francisco, CA: Children's Book Press/Libros para niños. Tomatoes laugh, chiles explode, and tortillas applaud the sun. The author's poems honor life and nature: welcoming the morning sun, remembering his grandmother's songs, paying tribute to children working in the fields, and dreaming of a world filled with gardens. In English and Spanish.

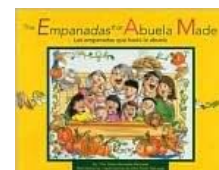


Avery, C. E. (1992). *Everybody has feelings/Todos tenemos sentimientos*. Beltsville, MD: Gryphon House, Inc. Photographs of ethnically diverse children and text in both English and Spanish explore a wide range of human emotions. In English and Spanish.

Bertrand, D.G. (1997). *Sip, slurp, soup, soup/Caldo, caldo, caldo*. Houston: Piñata Books. A rhythmic text with repetitive phrases relates how the children watch Mama make soup (recipe included) and go with Papa to get tortillas before enjoying the results of her labor. In English and Spanish.

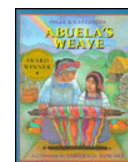


Bertrand, D.G. (2003). *The empanadas that Abuela made/Las empanadas que hacía la Abuela*. Houston: Piñata Books. Offered in a style similar to that of "The Old Lady Who Swallowed a Fly," the ingredients, people, and objects that fill the pages of this book offer readers a tangible image of a warm and cheerful family home filled with delightful smells, tastes, and feelings. In keeping with the repetitive pattern established by the text of the book, each illustration also incorporates the previous page's addition, so that anyone who opens the book, regardless of reading level or ability, will be kept entertained by full, swirling, and colorful images. A simple recipe for the empanadas is included at the end of the book in both English and Spanish.



Bunting, E. (1996). *Going home*. Joanna Cotler Books/An Imprint of HarperCollins Publishers. Can home be a place you don't really remember? At first, La Perla doesn't seem very different from the other villages Carlos passes through on his first trip to Mexico. But as he is swept into the festivities by Grandfather, Aunt Ana, and the whole village he begins to understand Mama and Papa's love for the place they left behind, and realizes that home can be anywhere, because it stays in the hearts of the people who love you.

Castañeda, O. S. (1995). *Abuela's weave*. New York: Lee & Low Books, Inc. A Guatemalan story about intergenerational trust, love, and independence, this book introduces children to the culture of Guatemala through the story of a little girl selling her grandmother's beautiful weaving at the public market.



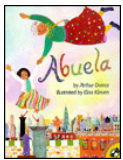


Cisneros, S. (1997). *Hairs/Pelitos*. New York: Bantam Doubleday Dell Books for Young Readers. A girl describes how each person in her family has hair that looks and acts different: Papa's like a broom, Kiki's like fur, and Mama's with the sweet smell of bread before it's baked. Taken from Sandra Cisneros' best-selling *The House on Mango Street*, the vignettes show, through simple, intimate portraits, the diversity among us.



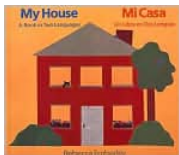
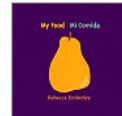
Corpi, L. (1997). *Where fireflies dance (Ahí, donde bailan las luciérnagas)*. San Francisco, CA: Children's Book Press/Libros para niños. Award-winning author Lucha Corpi reminisces about her childhood in the Mexican Caribbean filled with music and family love. In English and Spanish.

Darío, R. (1994). *Margarita*. Caracas, Venezuela: Ediciones Ekaré. A courageous girl goes out to sea to make her dreams come true. This well-known poem by the great Nicaraguan poet is enhanced by beautiful black-and-white illustrations. The text is soft and musical. The book is small, but it makes an excellent read-aloud with older children.



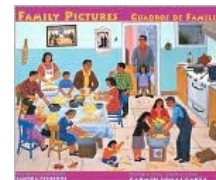
Dorros, A. (1991). *Abuela*. New York: Dutton Children's Books. While riding on a bus with her grandmother, a little girl imagines that they are carried up into the sky and fly over the sights of New York City. Dorros's text seamlessly weaves Spanish words and phrases into the English narrative, retaining a dramatic quality rarely found in bilingual picture books.

Emberley, R. (2002). *My food/Mi comida*. Boston: Little, Brown and Company. This book provides illustrations of common foods with labels in English and Spanish. Other books from this author feature numbers, opposites, colors, shapes, animals, clothes and toys.



Emberley, R. (1990). *My house: A book in two languages/Mi casa: Un libro en dos lenguas*. Boston: Little, Brown and Company. Captioned illustrations and Spanish and English describe common objects found in a house.

Garza, C. L. (1990). *Family pictures (Cuadros de familia)*. San Francisco, CA: Children's Book Press/Libros para niños. The pictures and stories in this book reflect the author's memories of growing up in Kingsville, TX, near the border of Mexico.

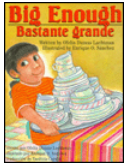


Hall, N. A., & Syverson-Stork, J. (1994). *Los pollitos dicen: Juegos, rimas y canciones infantiles de países de habla hispana (The baby chicks sing: Traditional games, nursery rhymes, and songs from Spanish-speaking countries)*. New York: Little, Brown and Company. This collection of children's songs and rhymes celebrates playtime while offering a glimpse into the culture and traditions of Spanish-speaking countries. The selections are by turns playful, joyful, and thoughtful, with

exquisite watercolors that make this a book the entire family will treasure. In English and Spanish.

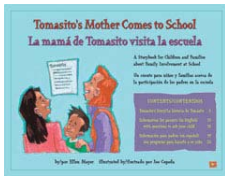
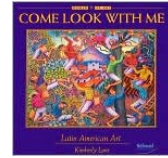
Jaramillo, N. P. (1996). *Grandmother's nursery rhymes: Lullabies, tongue twisters, and riddles from South America (Las nanas de abuelita: Canciones de cuna, trabalenguas y adivinanzas de Suramérica)*. New York: Henry Holt and Company, Inc. This bilingual collection introduces young children to sounds and rhymes in Spanish and English.





Lachtman, O. D. (1998). *Big enough (Bastante grande)*. Houston, TX: Piñata Books. Lupita is sure that she is big enough to help at her mother's Mexican restaurant, but her mother doesn't agree. "Too, too little," and "Muy, muy chica," she says. Of course, the girl proves that she is indeed "bastante grande" and "big enough" when she catches a thief and spoils his attempt to steal the family's prized pinata. In Spanish and English.

Lane, K. (2007). *Come look with me: Latin American art*. Watertown, MA: Charlesbridge Publishing. Full-page color reproductions of 12 masterpieces by artists from Central and South America are accompanied by questions to encourage young readers to learn through visual exploration and interaction. Background information on the artist, the period, the medium, the technique, and the subject of the painting provide context for the art experience. In English.



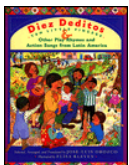
Mayer, E. (2007). *Tomasito's mother comes to school/La mama de Tomasito visita la escuela*. Cambridge, MA: Harvard Family Research Project. When his mother makes an unexpected visit to his classroom, second grader Tomasito is embarrassed because she doesn't speak English. He soon discovers that his mother and teacher want to get to know each other better in order to help him learn. To download this story in English and Spanish and to access resources to promote family involvement, go to

<http://www.gse.harvard.edu/hfrp/projects/fine/resources/storybook/tomasito.html>.

Moreillon, J. (2004). *Read to me (Vamos a leer)*. New York: Star Bright Books. The rhyming text of this book shows parents sharing songs, books and stories with their young children. The book is available in English or in Spanish.

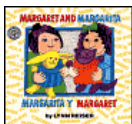


Moretón, Daniel (1997) *La Cucaracha Martina: Un cuento folklórico del Caribe (La Cucaracha Martina: A Caribbean folktale)*. New York: Turtle Books. While searching for the source of one beautiful sound, a ravishing cockroach rejects marriage proposals from a menagerie of city animals which woo her with their noises. In English or Spanish.



Orozco, J-L. (1997). *Diez deditos (Ten little fingers and other play rhymes and action songs from Latin America)*. New York: Dutton Children's Books. In this, his second collection of musical material from the Spanish-speaking countries, José-Luis Orozco brings together over thirty finger rhymes, play rhymes, and action songs and games for children of various ages to enjoy in Spanish and English.

Paul, A. W. (2004). *Mañana, iguana*. New York: Holiday House. The title is catchy and the illustrations colorful in this Mexican version of *The Little Red Hen*. Spanish words and phrases are sprinkled throughout in ways that promote understanding by context, and a glossary is provided in the front of the book.



Reiser, L. (1993). *Margaret and Margarita (Margarita y Margaret)*. New York: HarperCollins Publishers Inc. Margaret, who speaks only English, and Margarita, who speaks on Spanish, meet in the park and become friends, even though they speak different languages.

Soto, G. (1993). *¡Qué montón de tamales!* New York: PaperStar Books. María is convinced that she has lost her mother's diamond ring while she was making tamales for the family's Christmas celebration. When her favorite cousins arrive she tells them her story and they eat all the tamales trying to find the ring. Everyone can identify with Maria's panic and the full tummies, but this also inspires children to share the way their own family celebrates holidays. In English or Spanish.





Stevens, J. R. (1993). *Carlos and the squash plant (Carlos y la planta de calabaza)*. Flagstaff, AZ: Northland Publishing. Funny things begin to happen when Carlos, a young boy who lives on a farm in New Mexico, refuses to take a bath. His right ear starts to itch and he knows something is growing in there. In Spanish and English.

Starr, M. (2002). *El dia mas feliz de Alicia/Alicia's Happy Day*. New York: Star Bright Books. It is Alicia's birthday, and in English and Spanish author Meg Starr wishes her the best day ever. "May you have a day that's twirly-swirly." As Alicia walks through the streets of her busy neighborhood with her mother, she encounters friends and members of the community. In Spanish and English.



Tello, J. (1997). *Abuelo y los tres osos/Abuelo and the three bears*. New York: Scholastic. Emilio's grandfather tells him the story of the three bears, in his own way. In Spanish and English.

(2005). *Riqui riqui riqui ran: Canciones para jugar y bailar*. Caracas, Venezuela: Ediciones Ekaré. Cleverly illustrated songs for children in Spanish are featured throughout this book.

