



mi escuela



my school

Written by
George Ancona

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Críticas ,2004 *Recommended Books in Spanish for Children and Young Adults* Isabel Schon,2008-12-23 Following the same format as the highly praised 2000 2004 edition *Recommended Books in Spanish for Children and Young Adults* 2004 2008 is an outstanding reference tool that includes annotated entries for more than 1 200 books in Spanish published between 2004 and 2008 in the U S Spain Mexico Venezuela and Argentina Each entry includes an extensive critical annotation title in Spanish as well as English tentative grade level and approximate price The books have been selected because of their quality of art and writing presentation of material and appeal to the intended audience and support the informational educational recreational and personal needs of Spanish speakers from preschool through the twelfth grade Whether used for the development and support of an existing library collection or for the creation of a new library serving Spanish speaking young readers the books in this volume are of value to Spanish speaking children and young adults or those who wish to learn Spanish This volume is arranged in four sections Reference Nonfiction Philosophy Psychology Religion Social Science Folklore Language Science Technology Health and Medicine The Arts Recreation and Sports Literature Poetry Geography History and Biography Publishers Series and Fiction Easy Books General Fiction and Graphic Novels This volume also includes an appendix of merchants who sell books in Spanish as well as author title and subject indexes **Mi Escuela/My School** George Ancona,2005-03 For use in schools and libraries only Christopher the son of Central American immigrants describes life in his inner city school including mathematics reading and science classes recess lunch music lessons and a special costume parade **The Publishers Weekly** ,2005 *MultiCultural Review* ,2004 *School Library Journal* ,2005 *Household Perspectives on Minority Language Maintenance and Loss* Isabel Velázquez,2018-12-05 This book provides an in depth examination of minority language maintenance and loss within a group of first generation Spanish speaking families in the early 21st century post industrial hyper globalized US Midwest an area that has a recent history of Latino settlement and has a low ethnolinguistic vitality for Spanish It looks specifically at language in the small spaces that is everyday interactions within households and families and gives a detailed account of the gendered nature of linguistic transmission in immigrant households as well as offering insights into the sociolinguistic aspects of language contact dynamics Starting with the question of why speakers choose to use and transmit their family language in communities with few opportunities to use it this book presents the reader with a theoretical model of language maintenance in low vitality settings It incorporates mothers voices and perspectives on mothering their families well being and their role in cultural linguistic transmission and compares the self perceptions motivations attitudes and language acquisition histories of members of two generations within the same household It will appeal to researchers and educators interested in bilingualism language maintenance and family language dynamics as well as to those working in the areas of education immigration and sociology **Contemporary Authors** Tracey Watson,2004-04 These exciting and unique author profiles are essential to

your holdings because sketches are entirely revised and up to date and completely replace the original Contemporary Authors entries A softcover cumulative index is published twice per year included in subscription *Latina Magazine*, 2005

The Work of Language in Multicultural Classrooms Katherine Richardson Bruna, Kimberley Gomez, 2009-06-02 How does language comprise the implicit or explicit curriculum of teaching and learning in multicultural science settings Building on a growing interest in the ways in which language and literacy practices interact with science teaching and learning to facilitate or obstruct successful student outcomes this book contributes to scholarship on the role of language in developing classroom scientific communities of practice expands that work by highlighting the challenges faced specifically by ethnic and linguistic minority students and their teachers in joining those communities and showcases exemplary teaching and research initiatives for helping to meet these challenges Offering teacher practitioners and researchers in the fields of science education and multicultural education lenses through which they can critically consider the myriad of classroom settings instructional approaches curricular materials and scientific topics involved in what it means to teach science while pointedly addressing concerns about equity of educational opportunity this volume serves as a powerful resource for linking theory and practice End of chapter reflection questions and engagement activities facilitate discussion round these issues and provide rich opportunities for the reader to consider the implications of each chapter for science instruction and research and to apply insights developed in a real world science teaching and learning contexts **Experiencing Racism**

Richard A. Seltzer, Nicole E. Johnson, 2009-01-01 Collecting essays on personal experiences of race and racism from a wide spectrum of college students the authors employ existing social science literature and textual analysis to illustrate common themes and departures This valuable collection is a depiction of race in America that goes beyond black and white to show how the changing racial contours of America are impacting the ways we view and experience racism *La Voz*, 2002

What Should We Expect of Family Literacy? Jeanne R. Paratore, Gigliana Melzi, Barbara Krol-Sinclair, 1999 This detailed account explores the effects of parental involvement in a literacy project on their children's academic performance The authors investigate the ways that parents who participate in an intergenerational literacy project support their children's academic achievement **Miradas de mujer** Norma Iglesias Prieto, Rosa Linda Fregoso, 1998 En 1990 se celebró en Tijuana el Encuentro de Mujeres Cineastas y Videoastas Latinas México Estados Unidos Cruzando Fronteras donde participaron más de ochenta mexicanas y chicanas ligadas al cine y al video El encuentro estableció un diálogo entre mujeres que se han dedicado a la producción, distribución, exhibición y crítica de material de cine y video además de que tuvo como propósito central dar a conocer las obras de estas artistas y servir de homenaje a Matilde Landeta y Pola Weiss pioneras de la filmación femenina

Mi Escuela/My School George Ancona, 2005-03 An award winning author photographer offers family snapshots of the Latino experience in this Spanish English series In this title young Christopher speaks Spanish at home but speaks English at school Learning two languages can be a challenge Full color **Mi Barrio/My Neighborhood** George

Ancona, Alma Flor Ada, F Isabel Campoy, 2005-03-01 Award winning author photographer Noted language consultants Alma Flor Ada and F Isabel Campoy Intimate original photographs Children share their lives in Spanish and English World list map family history and cultural background Grades K 4 National Social Studies Standards Culture I Explore and describe similarities and differences in the ways people societies and cultures address similar human needs and concerns Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives Describe ways in which language stories music and artistic creations serve as expressions of culture Yes! We Are Latinos Alma Flor Ada, F. Isabel Campoy, 2016-04-19 Juanita lives in New York and is Mexican Felipe lives in Chicago and is Panamanian Venezuelan and black Michiko lives in Los Angeles and is Peruvian and Japanese Each of them is Latino Thirteen young Latinos and Latinas living in America are introduced in this book celebrating the rich diversity of the Latino and Latina experience in the United States Free verse fictional narratives from the perspective of each youth provide specific stories and circumstances for the reader to better understand the Latino people's quest for identity Each profile is followed by nonfiction prose that further clarifies the character's background and history touching upon important events in the history of the Latino American people such as the Spanish Civil War immigration to the US and the internment of Latinos with Japanese ancestry during World War II Alma Flor Ada and F Isabel Campoy's informational yet heartwarming text provides a resource for young Latino readers to see themselves while also encouraging non Latino children to understand the breadth and depth of the contributions made by Latinos in the US Caldecott Medalist David Diaz's hand cut illustrations are bold and striking perfectly complementing the vibrant stories in the book YES WE ARE LATINOS stands alone in its presentation of the broad spectrum of Latino culture and will appeal to readers of fiction and nonfiction **My Family/Mi Familia** George Ancona, 2005-03 For use in schools and libraries only Camila whose grandparents came from Cuba describes life with her extended family in Miami including a birthday party for her little brother and a typical Sunday when everyone attends mass and then gathers to make music together My Neighborhood/Mi Barrio George Ancona, 2005-03 For use in schools and libraries only Marc Anthony whose parents came from Puerto Rico describes life in his neighborhood in Bushwick Brooklyn including the murals on the walls and the special shops with foods Hispanic people enjoy **My School/Mi Escuela** Rebecca Emberley, 2009-12-19 My School Mi Escuela is a delightful board book by Rebecca Emberley introducing young readers to words in both English and Spanish

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