



The Booklist Project



Focus: Culturally-Responsive Author Study
Booklist

Arthur Dorros

Developed by: Kathleen Williams

Fall, 2011

Book List

Author Study:

Arthur Dorros

K-3

Kathleen Bibeault

TESL 507

Fall 2011

Arthur Dorros



Arthur Dorros was born in Washington D.C., in 1950. Growing up he loved to draw and read. Once he graduated from college, he started to travel around the world, to visit places that he had read about. His journeys brought him to Asia, the Middle East, Australia, and South America. It was in South America that he started to learn Spanish by being fully immersed in the language.

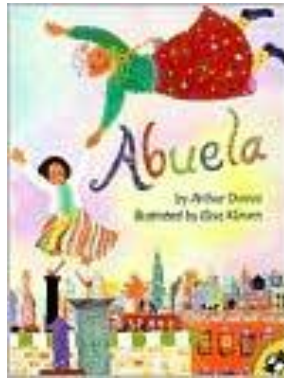
Arthur Dorros was lead to writing, when he realized how much he liked to tell stories. He illustrates and writes many of his own books. Many of his books, which are mostly listed in the booklist, are bilingual, or have Spanish used in the book. Many of his stories are based on his travels in South America. However, he also writes many science content area books.

For more information on Arthur Dorros, visit:

<http://www.arthurdorros.com/arthur/>

To request an author visit, visit the following website:

<http://www.arthurdorros.com/visits/>



Dorros, A. (1997). *Abuela*. New York: Penguin Group.
[ISBN 0140562257]

In this beautifully illustrated book a young girl imagines flying over New York City with her Abuela (grandmother). They imagine flying over tall buildings, the airport, the park, docks, and the Statue of Liberty. During their stops they see family members in their work environments, which provide an insight into ethnic origins of Abuela. One of the most meaningful parts of the story is when Abuela explains how she arrived in the country. Spanish is used seamlessly throughout the entire book. Many words and phrases are interpreted into English by the young girl. However, a glossary is provided at the end of the book, along with phonemic pronunciation of each word and phrase.

This book is wonderful for ELLs because it discusses how Abuela moved to the country. This would allow the opportunity for students to share their own immigration stories. The beautiful illustrations will help to keep students interested, as well as provide good visuals for new vocabulary. With 80% of ELLs being Latino, the use of Spanish throughout the book will allow them to have a deeper understanding of the story.

WIDA Proficiency Level:

Reading Level: 16-18 (DRA)

Ages of Interest: 3-7

Available Formats:

- Paperback
- Hardcover
- In Spanish [ISBN 0140562265]
- A Scholastic Book
- Reading Rainbow VHS -Abuela (Mrs. Katz And Tush #93)

On-line Resources:

<http://www.arthurdorros.com/escape/activities-abuela.html>

<http://www.sdcoe.net/score/abuela/abuelatg.html>

<http://www.quia.com/jg/73537.html>

<http://techcoachcorner2.org/kindergartenunit4.html>



Dorros, A. (1995). *Isla*. New York: Dutton Children's Books
[ISBN 0-525-45149-8]

This book has the same characters as *Abuela*. Rosalaba and her Abuela fly back to the tropical island that Abuela grew up on. Rosalaba meets many family members that grew up on the island, and still live there. During their time on the island Abuela shares many family memories and explores the market, rainforest, and the city. Spanish is also used seamlessly throughout the book. Many words and phrases are interpreted into English by the young girl. However, a glossary is provided at the end of the book, along with phonemic pronunciation of each word and phrase.

This book would be fantastic for ELLs because the name of the island is never given. Therefore the Island could represent many homelands, including Puerto Rico, Dominican Republic, Haiti, Cape Verde, etc. Spanish text is also included throughout the entire book, which will draw in any Spanish speaking ELL.

WIDA Proficiency Level: Expanding and up

Reading Level: AD410L (Lexile)

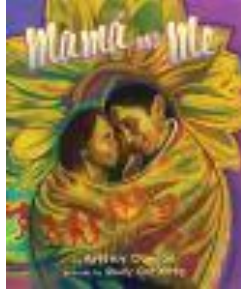
Ages of Interest: 4-8

Available Formats:

- Paperback
- Hardcover
- In Spanish [ISBN 0140565418]

On-line Resources:

<http://school.familyeducation.com/reading-instruction/resource/30309.html>



Dorros, A. (2011). *Mamá and Me*. New York: HarperCollins.
[ISBN 978-0-06-058160-2]

This book shows the intimate relationship between a young girl and her mother, who only speaks Spanish. The story takes place during the course of one day. They spend the day making cookies, shopping, gardening, painting walls and visiting family. The young girl also makes Mamá a beautiful scarf to celebrate Mother's Day. Even though Mamá always speaks in Spanish, the young girl restates what she says in English.

Mamá and Me is a wonderful story for ELLs because it has a story line that most ELLs will be able to relate to. The use of the Spanish language will also help to draw in many Spanish speaking ELLs. The book also uses everyday vocabulary which ELLs many know, which makes the story easier to follow.

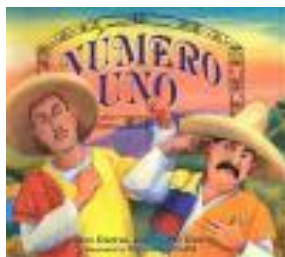
WIDA Proficiency Level: Developing and up

Reading Level: AD250L (Lexile)

Ages of Interest: 5-8

Available Formats:

- Hardcover



Dorros, A. (2007). *Numero Uno*. New York: Harry N Abrams Inc.
[ISBN 9780810957640]

In a small Mexican town two brothers, Socrates and Hercules, fight over who is the most important (numero uno). In order to determine which one is needed more, the two brothers go away for three days to see which one is needed most by the villagers. When they return they realize that they were both needed equally. Most importantly, they learn that arguing was not needed.

I was unable to obtain a copy of this book, so I am unable to say why this book would be good for ELLs.

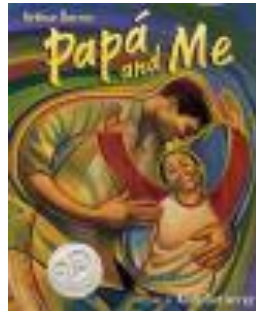
WIDA Proficiency Level: Unable to obtain

Reading Level: Unable to obtain

Ages of Interest: 3-8

Available Formats:

- Hardcover



Dorros, A. (2008). *Papá and Me*. New York: HarperCollins.

[ISBN 978- 0-06-058156-5]

Very similar to *Mamá and Me*, *Papá and Me* tells the adventures of a boy and his father. During the course of one day, they make breakfast, go to the park, ride the bus, draw in the sand, and visit Abuela and Abuelo. Throughout the book, the boy and his father seem to be in competition with each other, in a playful way. Papá only speaks Spanish, but the boy is able to restate what he is saying in English. There is a glossary at the beginning and end of the book that is written in graffiti style writing.

The use of Spanish throughout the book will draw in any Spanish speaking ELL. The book also uses everyday language which will allow ELLs to follow the story easier. ELLs may also be able to relate to spending the day with their father or going to visit grandparents.

WIDA Proficiency Level: Developing and up

Reading Level: AD250L (Lexile)

Ages of Interest: 4-8

Available Formats:

- Hardcover



Dorros, A. (1993). *Radio Man*. New York: HarperCollins.
[ISBN 0-06-021547-X]

A very touching story about a young boy named Diego, who is a migrant worker along with the rest of his family. Diego is known as "Radio Man" because he is always listening to his radio. The story follows Diego as his family travels across the country following the crops that need to be picked. Although Diego is often depicted while working, the book also shows him attending school, making friends, and playing with cousins.

This book would be great for ELLs because it depicts the migrant workers life in a way that is easy to understand. Many ELLs may be able to see themselves in the story. Like many of Arthur Dorro's books Spanish is used throughout the book, which will help to draw in any Spanish speaking ELL. This book is bilingual, so copies could be sent home for families to enjoy in English and Spanish.

WIDA Proficiency Level: Expanding and up

Reading Level: 28 (DRA)

Ages of Interest:

Available Formats:

- Paperback
- Hardcover

On-line Resources:

<http://www.arthurdorros.com/escape/activities-radioman.html>



Dorros, A. (2000). *Ten Go Tango*. New York: HarperCollins.
[9780060276911]

In this counting book, ten different groups of animals go dancing. The book has simple text for students to be able to follow. The text also provides a rhythm which will be enjoyable for

the students. Even though they may not know understand the dances that the animals are doing, they will be mesmerized by the colorful pictures of the dancing animals.

This book would be wonderful for ELLs because the rhythm of the book helps to create a song like quality. Students can also easily count the number of animals on each page. The wonderful illustrations will also help to draw ELLs in.

WIDA Proficiency Level: Beginning and up

Reading Level: 330L (Lexile)

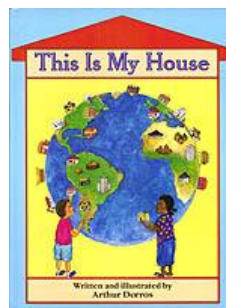
Ages of Interest: 3-6

Available Formats:

- Hardcover

On-line Resources:

http://www.wcls.org/index.php?option=com_docman&task=doc_view&gid=76&Itemid=214



Dorros, A. (1992). *This Is My House*. New York: Scholastic.
[ISBN 0590-453033]

In this book, twenty different kinds of homes are shared. Each time a child shares his/her home they exclaim "This is my house" in their native language. The author provides the phonemic pronunciation of each language. Among the countries that are displayed in this book, some are Russia, the United States of America, Turkey, New Guinea, Egypt, and so on. The illustrations and explanations go into the details of what materials the houses are made of.

This is a wonderful book for ELLs because there are so many different houses, that ELLs should be able to relate to one of them. Seeing all of the different style houses should promote conversation about the houses that the ELLs lived in in their home country, as well as the types of houses that they live in now. This book is also wonderful to be used in content areas like science and social studies.

WIDA Proficiency Level: Developing and up

Reading Level: 24 (DRA)

Ages of Interest: 4-8

Available Formats:

- Paperback

- Hardcover
- Audiotape
- A Scholastic Book
- In Spanish - Esta Es Mi Casa [ISBN 0-590-49444-9]

On-line Resources:

<http://www.arthurdorros.com/escape/activities-myhouse.html>



Dorros, A. (1991). *Tonight is Carnival*. New York: Dutton Children's Books.
[ISBN 0-525-44641-9]

In this book a young Peruvian boy explains how he gets ready for Carnival. Through great detail the boy explains how they grow and prepare food and he practices playing the quena. During Carnival he will be playing in the band with his father. Arpilleras (three dimensional fabric wall hangings) are used to illustrate the book.

Many ELLs will be drawn to this book because Carnival is celebrated in many countries around the world. This would give them an opportunity to share their culture.

WIDA Proficiency Level: Expanding and up

Reading Level: 38 (DRA)

Ages of Interest:

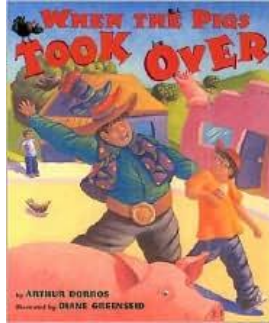
Available Formats:

- Hardcover
- Paperback
- In Spanish - Por Fin Es Carnaval [ISBN 978-0140554717]
- A Scholastic Book

On-line Resources:

<http://www.arthurdorros.com/escape/activities-carnaval.html>

<http://www.valdosta.edu/~croglesby/global.html>



Dorros, A. (2002). *When The Pigs Took Over*. New York: Penguin Group.
[ISBN 9780525420309]

In this book Don Carlos owns a restaurant and decides to sell snails. When he and his brother Alonzo collect snails, Don Carlos wants 'Mas', 'More'. But in typical style more becomes too much and they must think of something to get rid of the snails. Next comes birds, but Don Carlos was 'Mas' until there are too many. Finally the pigs come, but Don Carlos wants too many. The people in town end up working together to play music to drive the pigs out of the town.

Spanish is used throughout the book, which will naturally draw in any Spanish speaking ELL. The illustrations in this book are very vibrant and fun to look at. Visually ELLs will be drawn to the book. The story is also action packed, however the language is simple enough most ELLs will be able to follow along.

WIDA Proficiency Level: Developing and up

Reading Level: 28 (DRA)

Ages of Interest: 5-9

Available Formats:

- Hardcover
- A Scholastic Book

REACH. INSPIRE. CONNECT.



The Booklist Project

A Project of the
M.Ed. In TESL Program,



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