



Book Lists for Children's Literature

The following resources provide information about book lists for children on a variety of topics. An alphabetical listing of [book lists](#) is followed by a list of [additional resources](#) that have information about selecting appropriate books for children in different settings.

BOOK LISTS

- *Bibliography: Emergent Literacy Books and Materials for Babies and Infants, Toddlers and Preschoolers* (August 2003), by Kristine Tardiff, Library of Michigan, includes annotated lists of books and audiovisual materials for children from birth through age 5 as well as resources for adults. This resource is available on the Web at www.michigan.gov/documents/hal_lm_emergent_74606_7.pdf.
- *Bilingual Books for Children: Book List* (1999), by the Association for Library Service to Children, includes a bibliography of books available with bilingual text published between 1995–1999. Books chosen for this list are suitable for children from birth to age 14, represent a complete translation, and have been determined to contain high-quality literary in each language. This resource is available on the Web at www.ala.org/ala/alsc/alscresources/booklists/bilingualbooks.htm.
- “The Book Buzz: Children’s Books and Thinking” (September 2003), in *Encouraging Young Children to Develop and Enhance Thinking Skills*, from the National Association for the Education of Young Children’s *Beyond the Journal*, by Isabel Baker and Miriam Baily, includes concept books that exercise the mind and books about characters who find solutions to everyday problems. This resource is available on the Web at www.journal.naeyc.org/btj/200309/BookBuzz.pdf.
- “Books for Children about the Creative Arts” (July 2004), in *The Creative Arts Curriculum*, from the National Association for the Education of Young Children’s *Beyond the Journal*, by Sandi Collins, includes information about books about painters and other artists, music, sculpture and architecture, dance, drama and theater, textiles, photography, poetry, pottery, and museums. This resource is available on the Web at www.journal.naeyc.org/btj/200407/CreativeArtsBooksForYC.pdf.
- Canadian Children’s Literature Database features approximately 35,000 books published in Canada. This resource is available on the Web at www.collectionscanada.ca/pika/index-e.html.
- *Children’s Books Cited in C.I.R.C.L.E. Training*, by the Center for Improving the Readiness of Children for Learning and Education (C.I.R.C.L.E.), includes books for preschoolers in the following categories: motivation to read, phonological awareness, mathematics, Big Books, multicultural, written expression, letter knowledge, and reading aloud. This resource is available on the Web at www.uth.tmc.edu/circle/pdfs/booklist.pdf.

■ “Children’s Books Featuring Fathers, Grandfathers, and Other Men in the Lives of Children” (November 2002), *Men in the Lives of Children*, from the National Association for the Education of Young Children’s *Beyond the Journal*, compiled by Peter J. Pizzolongo, lists books about men in children’s lives. This resource is available on the Web at www.journal.naeyc.org/btj/200211/ChildrenBooks.pdf.

■ “Children’s Books that Break Gender Role Stereotypes” (March 2003), *Teaching and Learning about Early Literacy*, from the National Association for the Education of Young Children’s *Beyond the Journal*, by Lisen C. Roberts and Heather T. Hill, lists books that can be used to address gender stereotypes. This resource is available on the Web at www.journal.naeyc.org/btj/200303/Books4Children.pdf.

■ “Children’s Literature about Health, Safety, and Nutrition” (March 2004), *Health and Safety Topics for Early Childhood Educators*, from the National Association for the Education of Young Children’s *Beyond the Journal*, by Melissa Ann Renck and Mary Renck Jalongo, lists books on health, sanitation and hygiene, preventing injuries, nutrition, oral health, and mental health. This resource is available on the Web at www.journal.naeyc.org/btj/200403/ChildrensBooks.pdf.

■ *Children’s Literature and Disability* (June 2001), by the National Information Center for Children and Youth with Disabilities (NICHCY) [now the National Dissemination Center for Children with Disabilities], lists children’s books featuring individuals with disabilities. The list is grouped according to the following disabilities or issues: attention deficit/hyperactivity disorder, autism, Down Syndrome, hearing impairment (including deafness), learning disabilities, mental retardation, physical disabilities, serious medical or life-threatening conditions, sibling issues, visual impairment (including blindness) and other disabilities or issues. This resource is available on the Web at www.nichcy.org/pubs/bibliog/bib5txt.htm.

■ “Children’s Literature in a Time of National Tragedy” (December 2001), an *ERIC Digest*, is a guide for parents and teachers in helping children deal with this issue through the use of literature. It begins with suggestions, guidelines, and strategies that parents and teachers can use to help children deal with tragedy, and it discusses the role of literature in helping children at a time of national disaster. The second part of this Digest offers resources intended to help children understand and appreciate cultural differences through the use of literature, as well as to provide materials that will help children cope with stresses in their lives and, in particular, the events that took place on September 11, 2001. This resource is available on the Web at http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/2a/33/d0.pdf.

■ Children’s Picture Book Database, on Miami University’s Web site, gives teachers, librarians, parents, and students a place for designing literature-based thematic units searchable by topics, concepts, and skills. It has abstracts of more than 5,000 children’s picture books. This resource is available on the Web at www.lib.muohio.edu/pictbks/.

■ “Choosing Books You Can Count On” (January 2003), in *Teaching and Learning about Math*, from the National Association for the Education of Young Children’s *Beyond the Journal*,

by Pat Dickinson, lists books that encourage emerging math skills. This resource is available on the Web at www.journal.naeyc.org/btj/200301/Children'sBooks.pdf.

■ Database of Award Winning Children's Literature promotes a tailored reading list of quality children's literature. This resource is available on the Web at www.dawcl.com/.

■ *Diversity in Children's Lives: Children's Books and Classroom Helps* (2002), ed. Molly Westin, lists books that feature positive images of children and adults who are culturally, linguistically, and ability-diverse. Each entry includes title, author, diversity type, and a brief explanation of content. This resource is available on the Web at www.fpg.unc.edu/~pfi/pdfs/diversity_booklist.pdf.

■ "Familiar Children's Books Related to Science Topics" (September 2002), *Teaching and Learning about Science*, from the National Association for the Education of Young Children's *Beyond the Journal*, by Pat Dickinson, lists books that encourage emerging science skills. This resource is available on the Web at www.journal.naeyc.org/btj/200209/FamiliarChildrensBooks.pdf.

■ Kids and Reading: Birth to Six, prepared by the Hennepin County Library in Minnesota, is a Web site with lists of alphabet books, counting books, books dealing with grief, books in Spanish, favorites for babies, favorites for toddlers, favorites for preschoolers, books on going to school, books about a new baby in the family, rhyming books, stories without words, books with true stories, and stories about feelings. In addition, it has links to top Literacy Web sites as well as links to stories online. Kids and Reading is available on the Web at www.hclib.org/BirthTo6/Booklists.cfm.

■ "Multicultural Education and Children's Picture Books: Selected Citations from the ERIC Database" (Fall 2001), in *Early Childhood Research and Practice* Vol. 3, No. 2, published by the ERIC Clearinghouse on Elementary and Early Childhood Education, lists citations that relate to multicultural education and children's picture books. This resource is available on the Web at <http://ecrp.uiuc.edu/v3n2/search.html>.

■ *National Museum of the American Indian Cool Kid List* (2004), prepared by the Smithsonian National Museum of the American Indian, provides an extensive list of recommended American Indian books for children. It includes story books and books about present-day Native American children. This resource is available on the Web at www.nmai.si.edu/education/files/books_kids.pdf.

■ *Preschool Picks* (2001), by Partnerships for Inclusion, reviews dozens of children's books worthy of reading aloud. They have chosen books that are diverse—culturally, racially, generationally, socially, economically—and which represent people of all abilities. The books show people who live in different environments, in different areas of the United States, and in different parts of the world. They have also highlighted science, nature, and history books. This resource is available on the Web at www.fpg.unc.edu/~pfi/PDFs/PrschlPix.pdf.

■ Reading and Language Information Centre: Books for Primary Schools is a database of approximately 17,000 children's books of various genres published in the United Kingdom. This resource is available on the Web at www.ncll.org.uk/.

■ "Reading Chair," by Isabel Baker, is a regular feature in the bimonthly Web-based magazine, *Beyond the Journal*, published by the National Association for the Education of Young children. It includes descriptions of old favorites and new books that appeal to young children. A link to archived issues of *Beyond the Journal* is available on the Web at www.journal.naeyc.org/btj/archive.asp.

■ *Recommended Book Lists from ALSC*, compiled by the Association for Library Service to Children (ALSC), includes suggestions for books for children from birth to 3. Books cover those that celebrate diversity, bilingual books for children; and all-time classic books that parents and children can read together, and suggested books for Reading is Fundamental (RIF). This resource is available on the Web at www.ala.org/ala/alsc/alscresources/booklists/booklists.htm.

■ Science Fiction and Fantasy for Children is a database for creating bibliographies for educators, principally teachers and librarians for creating bibliographies. A simple keyword search for authors, titles, series titles, and text in the annotation is provided. This resource is available on the Web at www.slco.lib.ut.us/scificuniorbklst.htm.

■ *Sources of Braille Children's Books and Magazines*, by the American Federation for the Blind, lists sources for borrowing or purchasing Braille and print/Braille children's books and magazines in the United States. This resource is available on the Web at www.afb.org/info_document_view.asp?DocumentID=1249.

ADDITIONAL RESOURCES

■ "The Role of Child Development and Social Interaction in the Selection of Children's Literature to Promote Literacy Acquisition" (Fall 2003), in *Early Childhood Research and Practice* Vol. 5, No. 2, by C. Denise Johnson, discusses the relationship between children's development and their social interaction with knowledgeable others on the selection of children's literature for the promotion of literacy acquisition. The document includes a discussion of the importance of understanding child development for teaching, learning, and the selection of "just right" literature and how to support children's experiences with literature for optimal benefits. The paper also discusses a framework for understanding the interrelated nature of the cognitive, social, emotional, linguistic, and literacy development of children; social interaction; and literature selection in grades prekindergarten to 4th. This resource is available on the Web at <http://ecrp.uiuc.edu/v5n2/johnson.html>.

■ *Guide For Reviewing Children's Literature That Include People With Disabilities: Books Written for Children Three To Five Years Of Age* (2002), by Diane Nasatir, Circle of Inclusion Project, provides teachers with information about how to evaluate children's literature that include people with disabilities. It is specifically targeted for general and special education teachers of preschool-aged children. This resource is available on the Web at www.circleofinclusion.org/english/books/index.html.

■ “Examining Multicultural Picture Books for the Early Childhood Classroom: Possibilities and Pitfalls” (Fall 2001), in *Early Childhood Research and Practice* Vol. 3, No. 2, published by the ERIC Clearinghouse on Elementary and Early Childhood Education, discusses the possibilities and the pitfalls involved in the selection of multicultural literature for use with young children. It examines two books featuring Mexican American protagonists to illuminate issues and problems in the images the books present of Mexican Americans. It also discusses some contemporary theories on race as ways of understanding such issues and problems, and considers possible actions for early childhood educators and teacher education programs to take. This resource is available on the Web at <http://ecrp.uiuc.edu/v3n2/mendoza.html>.

The National Child Care Information Center, a service of the Child Care Bureau, does not endorse any organization, publication, or resource. For more information, please contact NCCIC: 10530 Rosehaven Street, Suite 400, Fairfax, Virginia 22030; Ph: 800-616-2242; Fax: 800-716-2242; TTY: 800-516-2242; Email: info@nccic.org; Web site: <http://nccic.acf.hhs.gov>.