



National Child Care Information Center

A service of the Child Care Bureau

NCCIC

243 Church Street NW, 2nd Floor

Vienna, Virginia 22180

Phone: (800) 616-2242 Fax: (800) 716-2242 TTY: (800) 516-2242

World Wide Web: <http://nccic.org>

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 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 audio visual materials for children from birth through age 5 as well as resources for adults. This resource is available on the Web at http://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-literary quality in each language. This resource is available on the Web at http://www.ala.org/Content/NavigationMenu/ALSC/Resources3/Book_Lists/Bilingual_Books_for_Children.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 <http://www.naeyc.org/resources/journal/2003/09/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 <http://www.naeyc.org/resources/journal/2004/btj07/CreativeArtsBooksForYC.pdf>.
- Canadian Children’s Literature Database features about 1,000 books published in Canada. This resource is available on the Web at <http://hollyhock.slis.ualberta.ca/kidlit/kidlit.htm>.

- *Children's Books About Disabilities* (January 2003), by the ERIC Clearinghouse on Disabilities and Gifted Education, describes books about disabilities that are appropriate for readers from prekindergarten through adulthood. This bibliography is available on the Web at <http://ericec.org/fact/kidbooks.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 http://www.uth.tmc.edu/circle/doc_files/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 <http://www.naeyc.org/resources/journal/2002/11/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 <http://www.naeyc.org/resources/journal/2003/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 <http://www.naeyc.org/resources/journal/2004/btj03/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 <http://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://www.ed.gov/databases/ERIC_Digests/ed457525.html.

- Children's Picture Book Database, on Miami University's Website, gives teachers, librarians, parents, and students a place for designing literature-based thematic units searchable by topics, concepts, and skills. It has abstracts of over 5,000 children's picture books. This resource is available on the Web at <http://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 <http://www.naeyc.org/resources/journal/2003/01/Childrensbooks.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 <http://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 http://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 <http://www.naeyc.org/resources/journal/2002/09/FamiliarChildrensBooks.pdf>.
- *Great Books for Young Infants* and *Great Books for Older Infants*, by Sharing Books with Babies, published by ZERO TO THREE, lists some favorite new and old "classics." These lists are available on the Web at <http://www.zerotothree.org/brainwonders/EarlyLiteracy.html>.
- 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 <http://www.hclib.org/pub/books/KidsandReading.cfm>.
- "Multicultural Education and Children's Picture Books: Selected Citations from the ERIC Database" (Fall 2001), in *Early Childhood Research and Practice*, published by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE), 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>.

■ *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 books on science and nature, and books on history. This resource is available on the Web at <http://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 <http://www.ncll.org.uk/>.

■ *Recommended Book Lists from ALSC*, compiled by the Association for Library Service to Children (ALSC), includes suggestions for children from birth to 3; for books that celebrate diversity; for bilingual books for children; for the top “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 <http://www.ala.org/ala/alsc/alscresources/booklists/booklists.htm>.

■ Science Fiction and Fantasy for Children is a database for creating bibliographies for science fiction and fantasy for the use of educators, principally teachers and librarians. A simple keyword search for authors, titles, series titles, and text in the annotation is provided. This resource is available on the Web at <http://libnt1.lib.uoguelph.ca/SFBib/index.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 http://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. 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 is included. 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–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 on 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 <http://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 (ERIC/EECE), 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>.

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