



A Note About Bibliographies:

Why do you include a bibliography with the units?

- I find bibliographies extremely helpful, especially if you're a parent, grandparent or a beginning teacher.
- There is a wealth of "kiddy lit" out there to choose from and not all of it is age-appropriate or will nail the standards in your classroom.
- I try to buy things that will introduce all sorts of concepts to my students, to act as a springboard for something else.
- For my Y5's I like a lot of pictures with not too much text.
- Their attention spans are short and I need to get the message across quick and concisely.
- Their age group LOVES pop-up books.
- They also enjoy books that rhyme and that's teaching them another concept that they need to know. When reading rhyming books, PAUSE and let them try to guess the word and fill it in.
- ABC books are essential for this age group and are an interesting way to continue to reinforce the alphabet.
- Counting books are also extremely important to read on a daily basis. Again, pause so your students can tell you what number and letter comes next.
- Opposite books, shape books and books about colors are must-have's as well. When you are building your libraries you need to have these as basics because they are part of your standards. One of the reasons I wrote a spatial direction booklet for each of my units is because there really weren't that many available on the market, yet those words needed to be part of a Y5 vocabulary and were one of the standards on my report card.

- I also like books that have a moral or a life-lesson that my students can get at the end of the reading. This is a great way to have them increase their verbal acuity as we discuss it.
- I choose books that are humorous and make them giggle as well as ones that are serious and make them think and are directly related to their lives.
- Many of my book selections are spring boards for math and science concepts and will glide us into those lessons. I love to transition smoothly from one subject to the next and a book is usually the exciting way I do it. Reading a book is also a way I introduce a lot of our art extensions as well.
- Whenever I can, I involve students in the reading of a story, and I look for books where I can do that. Books that have a repetitive phrase I can have them repeat, something I can have them doing with their hands, heads or feet, manipulatives I can make by scanning the pictures, laminating them, then passing them out to the children, objects I can collect, hand out, and have them sequence, are all ways I get them involved.
- I think a bibliography from a person who has read literally 1,000's of "Kiddy Lit" books and owns almost as many, and who reads at least 3-4 books each day to 20 children and sees which ones they love and enjoy and beg to have read over again, and who is a professional reader and storyteller would be helpful.
- My bibliography is constantly changing as I buy books each month. These were last up-dated in 2007, but I thought it was long enough. I will BLOG extra-special favorites when I can.
- If you're wondering if you should buy a book you haven't read, if it's on my list, you know it's a proven winner with me, if it's on my "***Books I read to my students.***" list. If it's on their book basket list you know my students enjoy it.
- I hope you find the lists helpful. ☺

