Abstract
The Music Instructional Methods Book Analysis Process (MIMBAP) has been developed to serve as a tool to assist music teachers in the description and evaluation of children’s books for integration into music instruction. Well known and diverse music pedagogical theories lend credence to the underlying relationship between music literacy and language literacy. Several mainstream pedagogical practices including the Orff Schulwerk and Kodály support the judicious use of children’s literature as a regular part of music instruction, as evidenced by professional publications. Popular instructional texts, journal articles, bibliographies and blogs give evidence of the popularity of the practice. The MIMBAP is intended to expedite the organization, description and evaluation of children’s books to support the generation of lesson ideas representative of a variety of perspectives including Kodály, Orff, Social Constructivism, Fine Arts Integration and the Generative Theory of Music Learning.

*Keywords:* general music, children’s books, single song title books, language arts, music instruction, book analysis process, pedagogical methods, virtual professional learning communities