



THE **READ** + **PLAY** SERIES

BOOKS FOR THE LEADERS OF TOMORROW

HARNESS THE POWER OF LITERATURE
THROUGH THE INNOVATION OF PLAY

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PREFACE



Watch the full trailer at <https://youtu.be/7jtl9hHxzUY>

My name is Jo-Ann Netto-Shek and I am a teacher educator from the National Institute of Education, Nanyang Technological University, Singapore. I work with English language teachers in developing inspired curriculum for today's children.

What is Read+Play?

With Read+Play, I was interested in replicating some of my fondest reading experiences that I had as a child that I believe that are the foundation of my adult reading life. Reading for me was always shared and enjoyable. Some of my best reading memories included play after reading with experiences like dressing up as characters or making objects in stories or recreating story worlds. Play made reading enjoyable and extended story worlds into my world.

As I wondered if children today engaged with stories in similar ways, I worked with a team from Marshall Cavendish Asia to inquire into the educational basis of these experiences and we discovered that not only was there a basis for these experiences but that the research was positive and growing.

Children's Stories

For this first phase of Read+Play, we selected 110 books for children aged 4-8 years. We selected authentic stories and by that, we mean stories that are reflective of the world of today's children so that they would find these stories meaningful and relevant. We also chose stories that would ignite their imagination to inspire their wonder and curiosity and stories for them to dream and hope. We wanted stories that would encourage confidence about who they are, where they come from, their thoughts and aspirations and discover their potential value to the communities they live in that they would later transfer, to the wider world.

PREFACE

READ+PLAY AT HOME



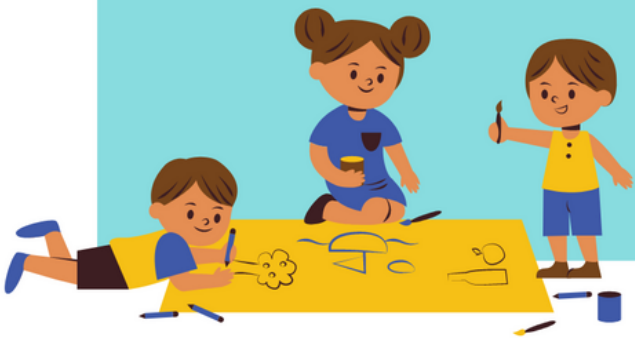
Read+ Play @ Home

There are numerous benefits to children being read to or reading a story together. This should be a frequent leisure activity with and for children. For one thing, through these experiences children imbibe attitudes towards reading and when these experiences are positive, they ascribe positive associations with reading which are critical in shaping their attitudes towards reading as adults. Through these experiences, children learn reading skills and strategies by simply listening to, observing or reading with others. They learn these skills incidentally. When they read with a sibling, the collaboration encourages them to investigate how to solve comprehension challenges together. As children read together, they talk about the story as it develops by making connections with the story and their lives. As children talk about stories, they begin to think about the values they wish to embrace and why. They begin to discover the people they wish to become through the characters and their reactions in the stories. When reading is social in this manner, it is active, collaborative and community. It is not passive or solitary.

Playing together then becomes a natural extension to reading together. At home, this is easily done. In Read+Play, we have included a range of play options (show list of play options) to accommodate children's interests and to give them exposure to different play experiences. We selected play types that would help develop the needful values (list the 21st century values) and competencies (list 21st century competencies) as children of today. Play encourages children to inquire and discover new ways of thinking in different contexts, challenges and solutions. This is particularly needful for today's children.

PREFACE

READ+PLAY AT SCHOOL



Read Together @ Schools

In schools, Read+Play experiences are uncommon. Often, the focus of reading in schools is on helping children decode words and comprehend story events. For this reason, children tend to associate reading as an academic and not a leisure activity.

A Different Kind of Experience

But Read+Play is a different reading experience where children are given the space to read to enjoy stories with a teacher or classmate. These experiences are meant to encourage positive associations towards reading whilst developing rapport and bonding with significant people in their lives. This important network of individuals or community is the village that all children need for them to grow as confident and secure individuals.

When engaging in Read+Play experiences in schools, children engage with adults and friends outside their family. They learn important skills of accommodation and negotiation through reading, talking and playing together.

In these times where we are keenly aware of issues to do with the mental health of children, Read+Play offers teachers and children an avenue to collaboratively build mental resilience. As Laurence Cohen is often quoted as saying “children don’t say, I’ve had a hard day. Can we talk?” Instead, they will say, “Will you play with me?”

PREFACE



Guides and Resources

As part of Read+Play, we have developed guides to support parents, teachers and children. We have also identified new words or vocabulary to highlight to children as they read, talk and play. At the back of each book, we have included play options that may be followed or modified. We have also included play resources such as cut-outs, templates and digital links to support the Read+Play experience.

We recommend that parents and teachers allow children to take the lead in deciding on play tasks and the direction they would like these tasks to proceed. For school contexts, we have developed additional resources in the form of session guides to help teachers structure these experiences with either one child, groups or classrooms of children.



Dr Jo Ann Shek

Lecturer, National Institute of Education (NIE)
- English Language & Literature, Nanyang
Technological University (NTU), Singapore

READ

The research shows that children often share their fears, challenges and inhibitions when they are listening to a story or reading a story with another. Reading together allows parents, teachers and friends to better understand each other. **Reading together builds bonds.**

Developing a love of reading in children requires children to have many kinds of reading experiences.

Most children understand reading as a solitary, cognitive activity. This understanding of reading is derived from reading experiences that children encounter in reading lessons. In reading lessons, reading is focused on decoding, vocabulary and comprehension development. These are important skills for children to develop into skilled readers.

However, when children experience reading as a social and interactive activity, the goals of reading are different. In these experiences, children delight in the act of reading together or listening to each other read. They talk about what they have read making personal connections with characters, events and story worlds.

Reading and talking about stories encourages children to discover reading as a leisure activity. While reading accurately and comprehending every word is important, the goals of reading together is to provide children with the opportunity to discover the kind of stories they like to read, the kind of readers that they are and to experience reading as a leisure activity.

It is important for children to have varied reading experiences in order to discover the power and delight of reading and to understand themselves as readers. Most importantly, reading with a trusted adult or friend makes reading a fun-filled activity.

PLAY

The research behind Read+Play brings together more than 30 years of research into developing a love of reading in children, and developing strong bonds of family, friendship and the community around every child. Read+Play are important book-based experiences that are aimed to develop every child into a reader supported by a good network of community.

Play has a long tradition of scholarship in the education of young children. It can be experienced as a solitary activity or socially with other trusted adults or friends.

Play theorists have discovered a range of play types that children engage in on their own and these have been incorporated into Read+Play.

When children play with others, they learn a range of skills, exchange knowledge and strategies and learn values. When play is coupled with reading, children explore stories through play. Through play, children, explore characters' thoughts, emotions and values or set their imagination to story worlds.

Play that builds on reading focuses the child's attention on the world of the book rather than how to read the book alone. Children engage in imaginative play easily when books serve as gateways to story worlds.

Play extends the notion of reading as a social, interactive, leisure activity by encouraging children to explore with others elements of books or stories.

As play builds good relationships between children or trusted adults, reading and playing together offer the same benefits of giving children the opportunity to develop good relationships with their family members, friends and classmates.

SERIES OVERVIEW

WHY READ+PLAY?

For all children, play is the key to learning, the Read + Play series of books harnesses the power of literature through the innovation of play.

The twin roles of reading and playing are critical to a child's development. Our **Read + Play** series of books help children nurture a lifelong love for reading and learning through the power of play. With each story, children are guided through various Read and Play elements to immerse them in the story world experience.



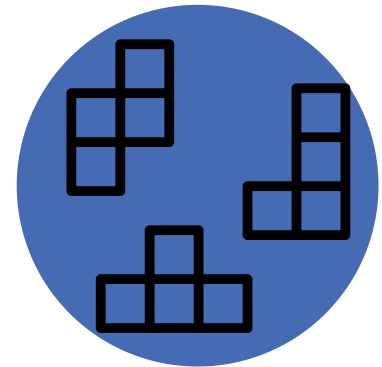
READ

Listening to stories tunes the ear and trains attention. This series encourages children to read with a buddy, such as with family members or caregivers at home, or with teachers and classmates at school.



TALK

The diverse range of stories will keep young readers engaged as they build vocabulary, expand their use of language and become confident speakers. They also nurture lasting bonds with others,



PLAY

Play is crucial to learning. Through play, children practise and reinforce what they read, develop life skills, and are empowered to become independent learners, effective communicators, creative thinkers and unique problem-solvers.

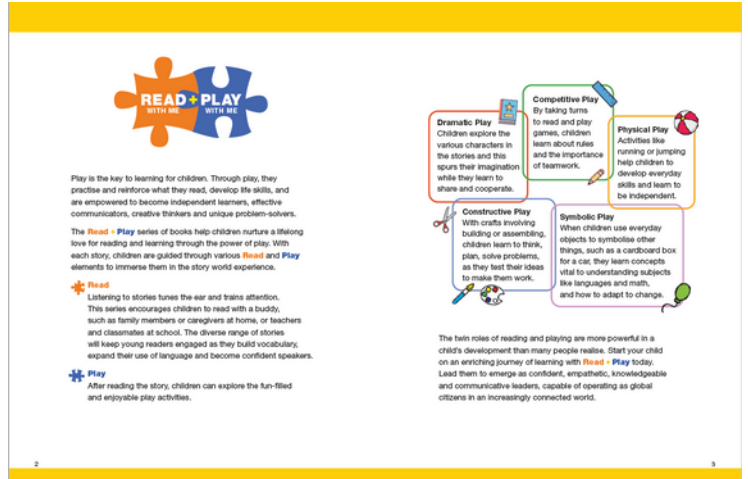
Backed by research and field trials with young readers, this tried-and-tested series has been found to be useful in both the home and school environments.

SERIES OVERVIEW

BOOKMAP

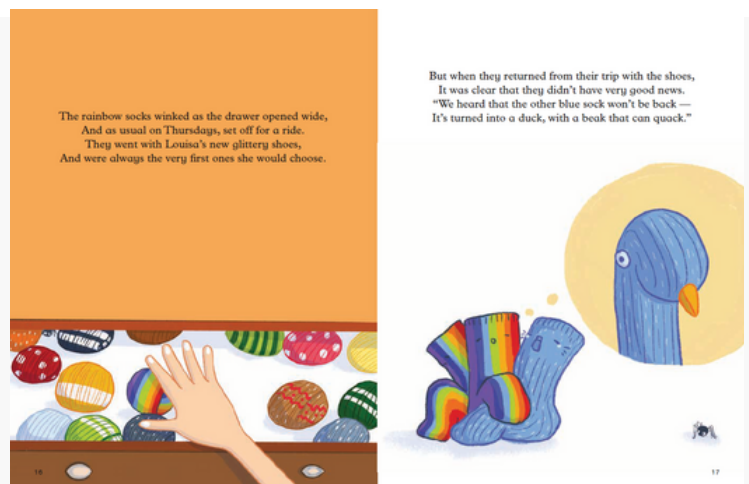
Read + Play Programme

- Lists the intended learning goals for learners:
 - To develop receptive language skills: reading, listening
 - To develop expressive language skills: speaking, writing
- Key components of the programme
- Five categories of play



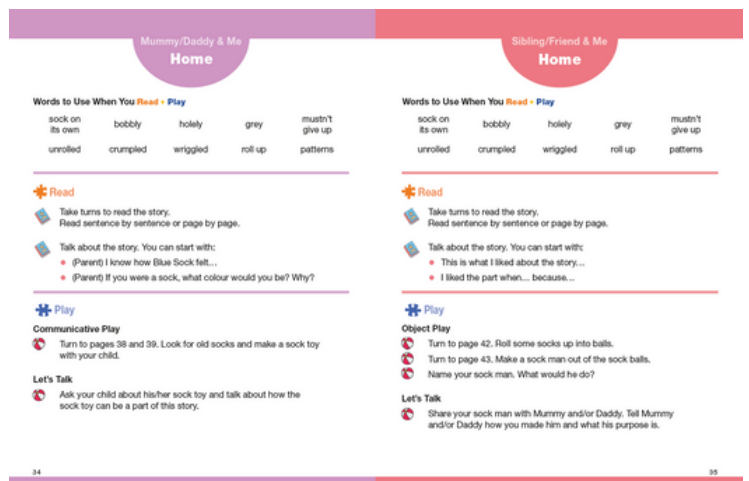
Read with Me component

- Pair up with a reading partner: parents, siblings, teachers or classmates
- Fully illustrated to engage the children
- Word bank to build vocabulary: highlighted words to use during the talk segments



Play with Me component

- Varied activities for home and school settings: pairwork, teamwork, discussion
- Each activity focuses on one play category
- Concise activity instructions to aid comprehension through the use of imperative verbs such as decide, read, use, share
- Aligns with the theme of the book



THEMATICALLY DESIGNED

The **Read With Me + Play With Me** books will enable children to develop their inner world alongside their interactions with others and that of the world-at-large, through the following themes:

1. Self

- Self-identity
- Values (kindness, patience)
- Life Skills (problem solving, resilience, perseverance)

2. Others

- Social Skills (friendship)
- Teamwork and Sportsmanship
- Emotional Intelligence (empathy)

3. World

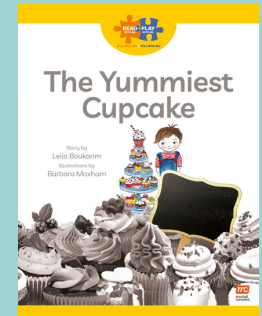
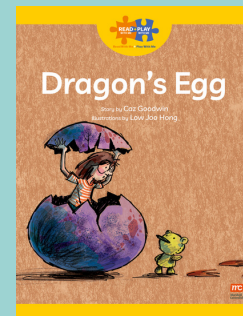
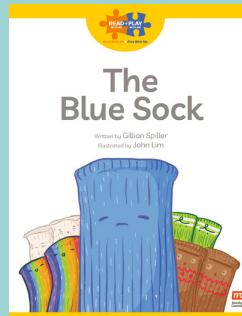
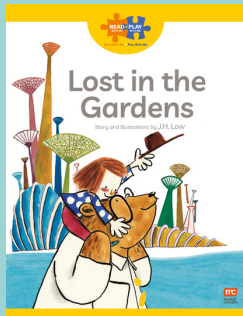
- Global Issues (sustainability, eco-awareness)
- Inclusivity (celebrating diversity)
- Technology (STEM, digital literacy)



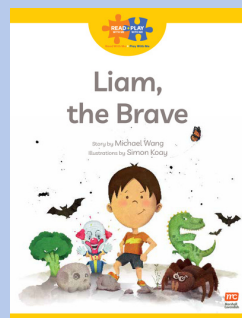
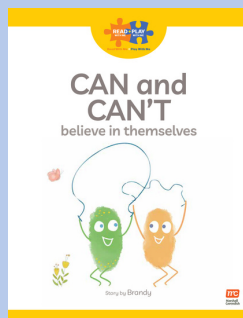
BOOKS - SET 1

For ages 4 to 10 years old

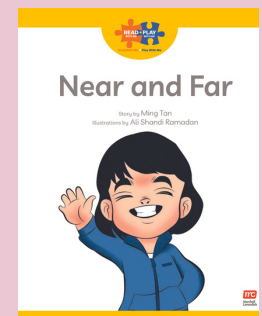
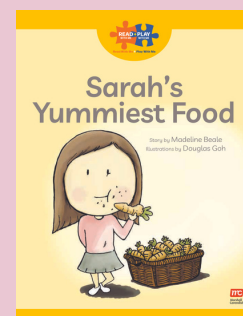
GROWTH (COMPETENCIES) SET 1



VALUES (QUALITIES) SET 1



SOCIAL SKILLS (AWARENESS) SET 1



GROWTH (COMPETENCIES) SET 1

Start children on an enriching journey of learning with **Read + Play**, equip them with the knowledge and skills, to emerge as confident, empathetic, knowledgeable and communicative leaders, capable of operating as global citizens in an increasingly connected world.

ISBN 978 981 5113 93 8

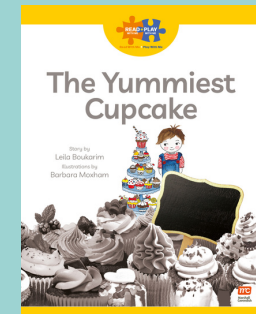
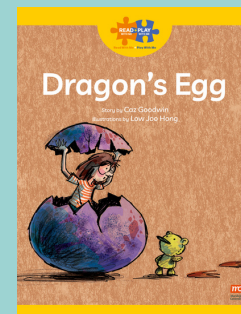
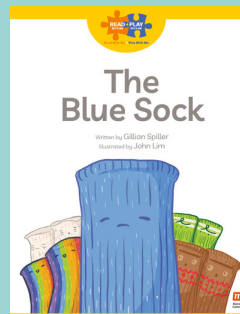
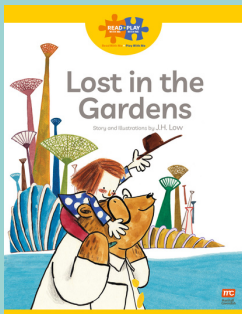
Format

176 x 230 mm, Paperback, extent varies

Price

S\$25 for five books; excluding GST

GROWTH (COMPETENCIES) SET 1



ISBN	Title	Extent	Word Count	Lexile	CEFR	Themes
978-981-5066-60-9	Lost in the Gardens	56 pp	842	AD570L	B1	Problem solving Teamwork Communication
978-981-5066-46-3	On the Shelf	40 pp	1204	AD610L	B2	Self awareness Social Skills Communication
978-981-5066-04-3	The Blue Sock	48 pp	882	AD940L	B1	Self-identity Inclusivity-diversity
978-981-5066-14-2	Dragon's Egg	40 pp	484	AD580L	C1	Self identity Social Skills Emotional Intelligence
978-981-5066-06-7	The Yummiest Cupcake	40 pp	847	AD580L	B2	Values (patience) Problem Solving

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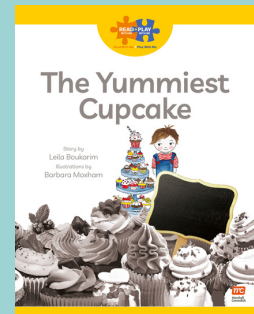
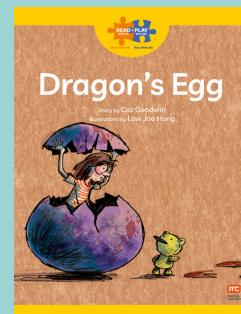
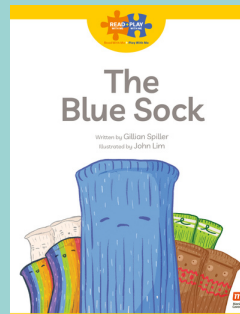
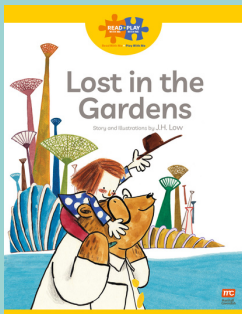
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GROWTH (COMPETENCIES) SET 1



Title

Synopsis

Lost in the Gardens

Mei had waited very long for this day, the day to visit Gardens by the Bay! But she soon wanders off and loses her way. Lost and afraid, she meets Wise Wee the bear. Together, they search for Mom and go on an adventure around the Gardens like no other.

On the Shelf

When Natalie receives an ornament for her birthday, she pushes the rest of her collection aside to make room for the new. Upset at losing their space, the old ornaments argue and jostle, leading to a catastrophe!

The Blue Sock

Something terrible has happened in Louisa's sock drawer! One of the blue socks is all on its own. The old socks say that socks are only useful if they are in pairs. What will the blue sock do now?

Dragon's Egg

A young girl is excited when she finds a giant egg. But when a baby dragon hatched, it just cries and cries. The girl realises something is wrong and has to quickly figure out what to do.

The Yummiest Cupcake

Alex loves cupcakes. He loves to bake them, he loves to ice them, and most of all, he loves to eat them! But he is only ever allowed one. That's the rule. Just one cupcake. When Alex can't decide which cupcake to choose on his birthday, it seems like nothing is going his way...

VALUES (QUALITIES) SET 1

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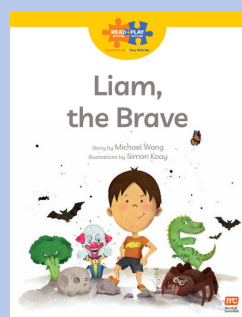
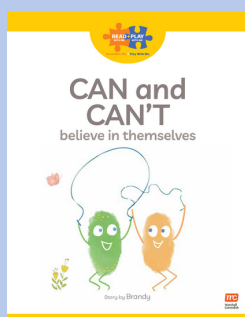
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VALUES (QUALITIES) SET 1



ISBN	Title	Extent	Word Count	Lexile	CEFR	Themes
978-981-5066-27-2	Can and Can't Believe in Themselves	48 pp	191	AD300L	A2	Resilience Self-identity
978-981-5066-15-9	Happily Ever After Is So Once Upon A Time	36 pp	275	AD570L	B1	Adaptability Critical Thinking
978-981-5066-17-3	Liam, the Brave	48 pp	781	AD530L	B1	Self awareness Initiative
978-981-5066-43-2	Little Mimic's Superpower	48 pp	644	AD700L	C2	Self identity Adaptability Problem Solving
978-981-5066-33-3	Hello, Goodbye Little Island	52 pp	612	480L	A2	Adaptability Communication

VALUES (QUALITIES) SET 1

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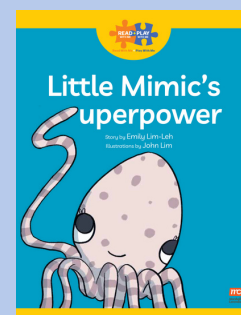
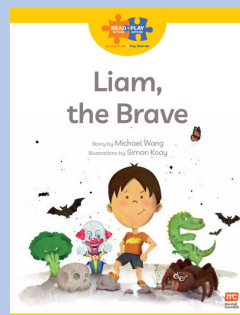
Format

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Price

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VALUES (QUALITIES) SET 1



Title

Synopsis

Can and Can't Believe in Themselves

CAN is a child who has belief and confidence. CANT is a child who is filled with self-doubt. With the help of CAN, CANT learns that she can do anything if she puts her mind to it.

Happily Ever After Is So Once Upon a Time

What happens when you wish upon a star? Do dreams really come true? Is there gold to be found at the end of every rainbow? Belle, a precocious 7-year-old wonders about the world and finds joy in the things around her.

Liam, the Brave

A story about a boy who overcomes his greatest fear: butterflies. Liam desperately wants to become The Bravest Boy in the World, and he goes through an extraordinary journey of self-discovery to face and overcome his fear.

Little Mimic's Superpower

Little Mimic has some inkling that he has a superpower, except he doesn't understand it. The young octopus uses his special abilities to blend in with different sea creatures, but none of these encounters satisfies his questions until unexpected danger comes along...

Hello, Goodbye Little Island

Maja had moved to the little island with her family not long ago. She missed home terribly and wanted to go back. Soon after, she finds a friend and wishes things would never change. But when her friend moves away, her world crumbles once more. One day, Maja hears a friendly voice speak to her and a new friendship begins to form...

SOCIAL SKILLS (AWARENESS) SET 1

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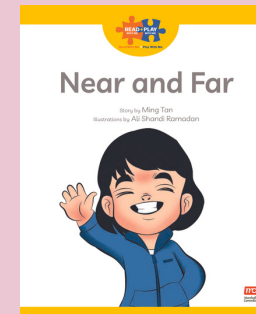
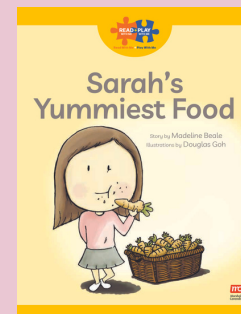
Format

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Price

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SOCIAL SKILLS (AWARENESS) SET 1



ISBN	Title	Extent	Word Count	Lexile	CEFR	Themes
978-981-5066-64-7	I Saved Two Tigers with a Really Magical Idea	48 pp	1492	AD540L	B1	Diversity Environment
978-981-5066-16-6	A Stray	52 pp	565	AD480L	B1	Self identity Attachment Inclusivity-diversity
978-981-5066-12-8	Little Cloud Wants Snow!	48 pp	722	AD530L	B1	Self awareness Inclusivity-diversity
978-981-5066-10-4	Sarah's Yummiest Food	36 pp	194	AD360L	A2	Self-identity Social Skills Emotional Intelligence
978-981-5066-41-8	Near and Far	40 pp	624	AD840L	B2	Environment Adaptability Communication

SOCIAL SKILLS (AWARENESS) SET 1

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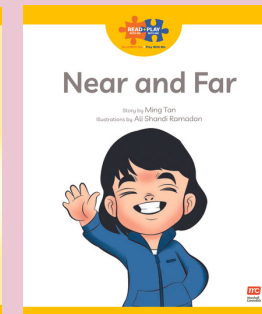
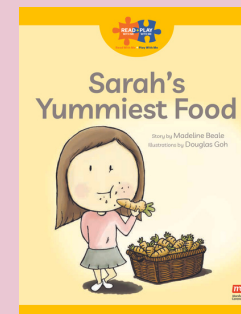
Format

176 x 230 mm, Paperback, extent varies

Price

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SOCIAL SKILLS (AWARENESS) SET 1



Title

Synopsis

I Saved Two Tigers with a Really Magical Idea

Abbie Rose and her best friend Billy set off into the forest to visit a tiger. But when they arrive, they find the beautiful animal caught in a trap. Kind and always creative, Abbie Rose quickly discovers that wild animals want to be free and comes up with a magical idea to free the tigers.

A Stray

Myra-Lou longs to have a stray cat for a pet. Her parents are appalled and her brother is disgusted. After much haggling and a twist of fortune, she finally gets her stray. This story celebrates the attachment that children can have over a dream or an object.

Little Cloud Wants Snow!

Little Cloud wants to make a snowman but he lives in the tropics where it doesn't snow. Together with Mama Cloud, they set out on an adventure. Young children will be enthralled by the beautiful illustrations in this book even as they are introduced to the different type of clouds and the water cycle.

Sarah's Yummiest Food

Sarah is a little girl of 3 years, born to a multi-cultural family. As she grows up, she is introduced to many varieties of cuisine based on her family's heritage; naan and curries from India, rice from all parts of Asia, and pasta from Western cultures. Sarah loves to eat all types of food, but how will she decide which is her favourite?

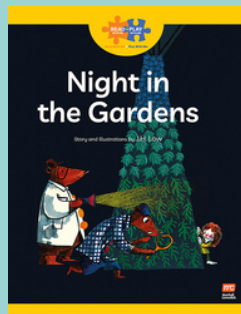
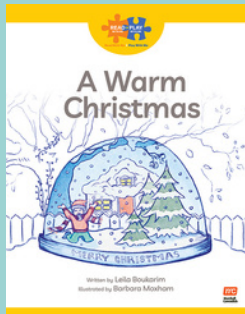
Near and Far

It's not easy being separated from your friends. Like most animals, we are social creatures. Near and Far takes a kid's view of how different animals socialise and communicate. Nature is full of clever ways to maintain closeness without physical contact. A fun and entertaining book to inspire us to have fun, be creative, and share experiences – even if we can't be in the same place together.

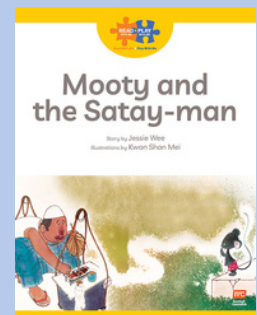
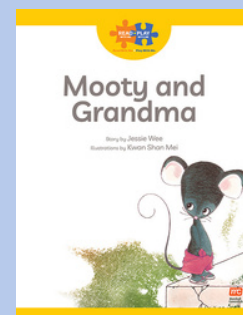
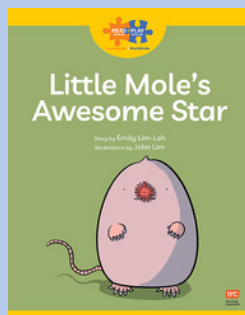
BOOKS - SET 2

For ages 4 to 10 years old

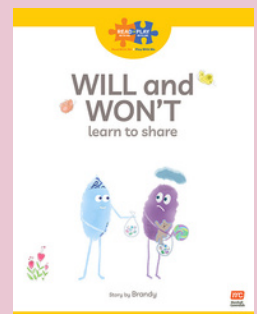
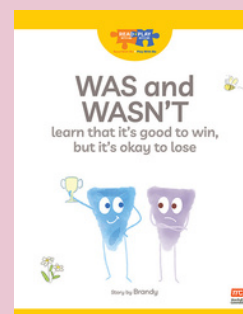
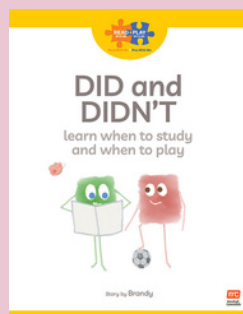
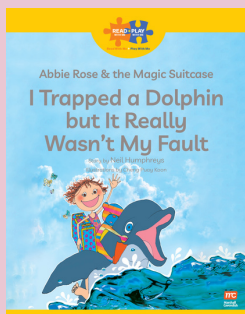
GROWTH (COMPETENCIES) SET 2



VALUES (QUALITIES) SET 2



SOCIAL SKILLS (AWARENESS) SET 2



GROWTH (COMPETENCIES) SET 2

Start children on an enriching journey of learning with **Read + Play**, equip them with the knowledge and skills, to emerge as confident, empathetic, knowledgeable and communicative leaders, capable of operating as global citizens in an increasingly connected world.

ISBN 978 981 5169 27 0

Format
176 x 230 mm, Paperback, extent varies

Price
S\$25 for five books; excluding GST

GROWTH (COMPETENCIES) SET 2



ISBN	Title	Extent	Word Count	Lexile	CEFR	Themes
978-981-5066-34-0	A Warm Christmas	40 pp	424	AD560L	A2	Family Reflection
978-981-5066-61-6	Night in the Gardens	48 pp	560	AD560L	B2	Overcoming fear Having courage Observation
978-981-5066-40-1	Orange Porange	40 pp	90	AD130L	A2	Embracing uniqueness Friendship Differences
978-981-5066-07-4	Sarah's BFF	32 pp	314	AD470L	A2	Friendship New experiences Dealing with changes
978-981-5066-09-8	Sarah's Great Adventures	36 pp	271	AD720L	A1	Family New experiences Travel

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GROWTH (COMPETENCIES) SET 2



Title	Synopsis
A Warm Christmas	Jack loves Christmas and waits for it all year long. Every year, he dreams it will be white. But Jack lives in the tropics where it doesn't snow. However, one magical Christmas, Jack's wish finally comes true! But he realises that perhaps a white Christmas is not the kind of Christmas he really wants after all.
Night in the Gardens	Mei tossed and turned. Then she heard a gentle whisper. It was Adventurous Andy! Together, on the back of a giant kingfisher, they explore the mesmerising scenes of the Gardens by the Bay at night. As she takes in the beauty of the lights, Mei realises that the night isn't so dark and frightening after all!
Orange Porange	All the colours make rhyming look so easy. But poor Orange can't find a rhyme for itself — no matter how hard it tries. Filled with clever rhymes and nonsense words, Orange Porange takes young readers on a rhyming adventure filled with ups, downs and a valuable lesson about embracing our uniqueness.
Sarah's BFF	Sarah begins to experience the fun of making great friends. Her best friend and her do everything together until one day, he tells Sarah that he is moving away. See how Sarah handles this difficult situation and how they can remain BFFs (best friends forever).
Sarah's Great Adventures	Sarah is born to a very large multi-cultural family and she loves to visit them all! Some of her family lives in Australia, some live in Malaysia, some live in England and she lives in Singapore. As her view of the world widens, so does her understanding of how special home is.

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VALUES (QUALITIES) SET 2



ISBN	Title	Extent	Word Count	Lexile	CEFR	Themes
978-981-5066-18-0	Little Mole's Awesome Star	52 pp	1002	AD550L	C1	Independence Overcoming challenges
978-981-5066-39-5	The Forest Fable	64 pp	344	AD520L	B2	Empathy Love for nature Environmental awareness
978-981-5066-08-1	Sarah's Happy Holidays	36 pp	245	AD800L	B1	Multiculturalism Diversity Celebrations
978-981-5066-19-7	Mooty and Grandma	52 pp	913	510L	B1	Self-identity Emotional intelligence
978-981-5066-20-3	Mooty and the Satay-Man	48 pp	861	500L	B2	Self-identity Emotional intelligence

VALUES (QUALITIES) SET 2

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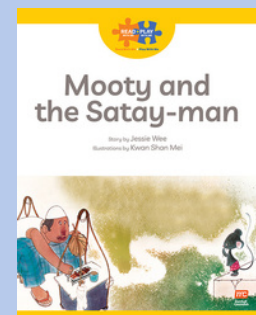
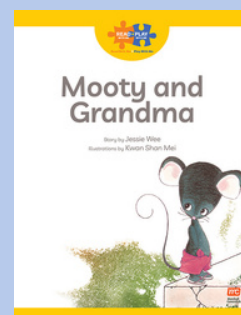
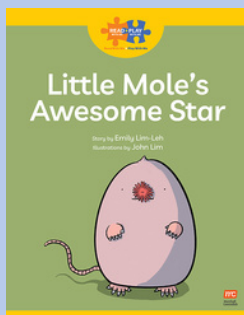
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VALUES (QUALITIES) SET 2



Title

Synopsis

**Little Mole's
Awesome Star**

Little Mole is very eager to see his special star. Big Mole said it would point him to awesome things. The young mole goes in search of his star and finds it in the most unexpected place. Join Little Mole on his journey to independence in this starry tale about discovering one's place in the world.

The Forest Fable

In this enchanting fable of a forest and the myriad creatures that call it home. But when a lumberjack arrives on the scene, the animals find themselves in danger of losing their home. The animals soon come face to face with the lumberjack – will the trees that give them food and shelter be chopped down?

Sarah's Happy Holidays

Sarah is a little girl, born to a very big multi-cultural and multi-religious family. Every year, she gets to celebrate many holidays with all of her family members. Her happiest holidays are Hari Raya, Deepavali and Christmas. Find out what makes each of these special celebrations so close to her heart.

Mooty and Grandma

The series depicts the adventures of a lovable little mouse, Mooty, who endears himself to a community of animals, birds and insects, and becomes their hero. This story is inspired by a little mouse that ran into the author's home.

**Mooty and the
Satay-Man**

The series depicts the adventures of a lovable little mouse, Mooty, who endears himself to a community of animals, birds and insects, and becomes their hero. This story is inspired by the popular *satay* man who used to travel to different neighbourhoods with his tasty morsels of skewered meats.

SOCIAL SKILLS (AWARENESS) SET 2

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ISBN 978 981 5169 28 7

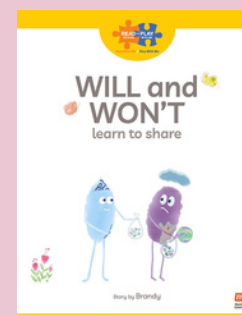
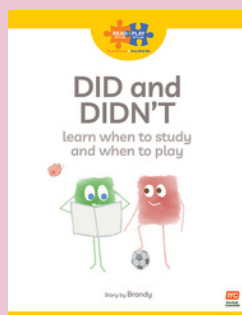
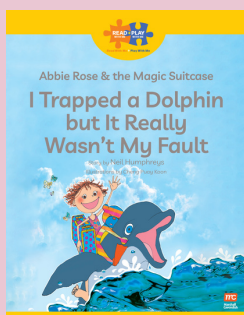
Format

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SOCIAL SKILLS (AWARENESS) SET 1



ISBN	Title	Extent	Word Count	Lexile	CEFR	Themes
978-981-5066-63-0	I Trapped a Dolphin but it Really Wasn't My Fault	40 pp	1227	AD510L	B1	Friendship Empathy Helping others
978-981-5066-28-9	COULD and COULDN'T are not afraid of the dark	32 pp	244	AD450L	B1	Family Overcoming fear Having courage
978-981-5066-30-2	DID and DIDN'T learn when to study and when to play	56 pp	338	AD470L	A1	Responsibility Setting priorities
978-981-5066-29-6	WAS and WASN'T learn that it's good to win, but it's ok to lose	52 pp	229	AD370L	A1	Sportsmanship Emotions Friendship
978-981-5066-31-9	WILL and WON'T learn to share	52 pp	313	AD460L	A1	Friendship Sharing Kindness

SOCIAL SKILLS (AWARENESS) SET 2

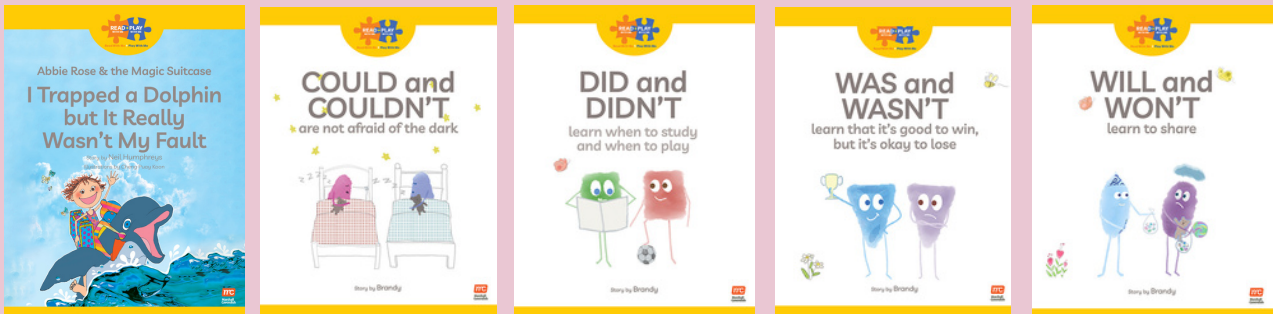
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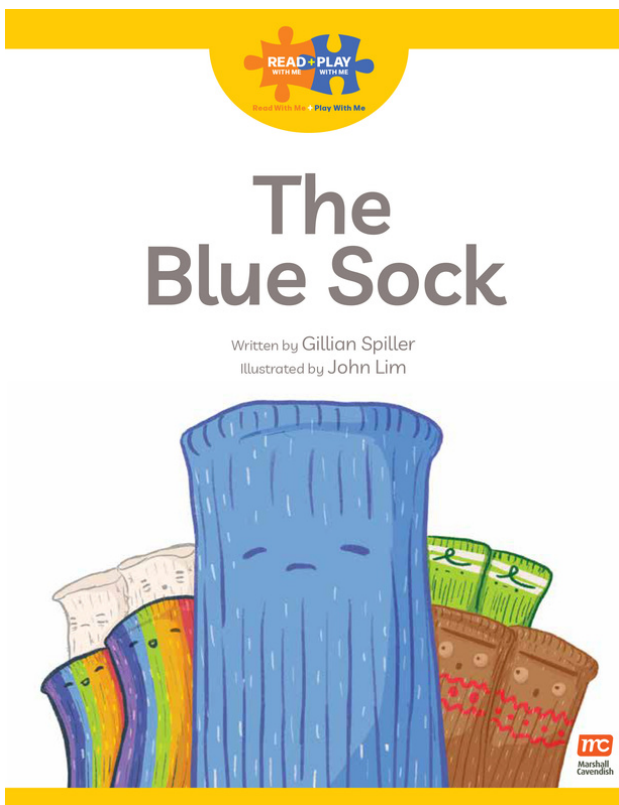
SOCIAL SKILLS (AWARENESS) SET 1



Title	Synopsis
I Trapped a Dolphin but it Really Wasn't My Fault	Abbie Rose and her best friend Billy goes on a wonderful adventure to the ocean. They see many different types of fishes and even meet a dolphin. Abbie Rose accidentally traps Billy and the dolphin in a fishing net, but she manages to free them with the help of another new friend, the swordfish.
COULD and COULDN'T are not afraid of the dark	COULD has no problems sleeping at night. COULDN'T is afraid of the dark and has problems falling asleep at night. COULD shares that there is nothing to be frightened about the dark and the two soon fall asleep.
DID and DIDN'T learn when to study and when to play	DID did all his homework and gets to play. DIDN'T didn't do his homework and is made to stay indoors. DID shows DIDN'T how to set his priorities right and together they finish their homework, then go out to play.
WAS and WASN'T learn that it's good to win, but it's ok to lose	WAS is a child who likes to win, but knows how to lose graciously. WASN'T is a child who also likes to win, but hates to lose. And when he does, he not only loses his temper, he loses his friends. WAS helps WASN'T understand that losing is just part of playing. And whether you win or lose, it should always be fun.
WILL and WON'T learn to share	WILL is a child who has many friends. He shares with them and they share with him. WON'T is a child who doesn't like to share. But he soon learns, with the help of WILL, that sharing is the cornerstone of friendship.

We have prepared a sample programme to provide parents and teaches and teachers with an overview of the activities planned for the series.

EXAMPLE THE BLUE SOCK

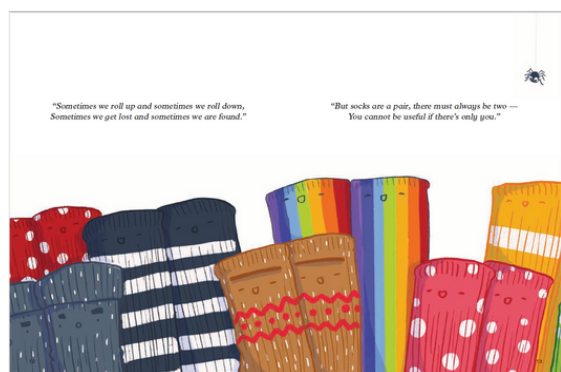
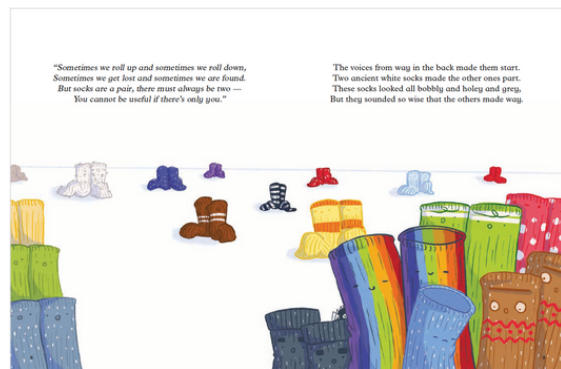


SYNOPSIS

Something terrible has happened in Louisa's sock drawer! One of the blue socks is all on its own. The old socks say that socks are only useful if they are in pairs. What will the blue sock do now? Join the adventure as the socks try to find the missing blue sock and discover, to their surprise, that one is every bit as important as two.

THEMES

- Self-identity
- Inclusivity-diversity



HOME ACTIVITY CHILD + PARENT

Guides parents through the activities and provides them with suggestions to engage their child in discussion or pairwork **before and after reading the book**.

Constructive Play requires the child to:

1. assemble old socks and think of ideas to recycle them
2. make craft ideas with old socks

Mummy/Daddy & Me
Home

Words to Use When You Read + Play

sock on its own	bobbly	holely	grey	mustn't give up
unrolled	crumpled	wriggled	roll up	patterns

Read

Take turns to read the story. Read sentence by sentence or page by page.

Talk about the story. You can start with:

- (Parent) I know how Blue Sock felt...
- (Parent) If you were a sock, what colour would you be? Why?

Play

Communicative Play

Turn to pages 38 and 39. Look for old socks and make a sock toy with your child.

Let's Talk

Ask your child about his/her sock toy and talk about how the sock toy can be a part of this story.

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READ WITH ME READ WITH YOUR CHILD

Language focus: Reading, Listening, Speaking skills

Build the child's vocabulary with the help of the word bank.

Use of imperative verbs: decide, read, talk

- **Decide** on whether you and your child will take turns reading the story sentence by sentence, page by page or section by section.
- Once you have decided, start reading.
- **Read** the story with your child again if he/she wants to.
- **Talk** about the story as a lead into play such as:

Parent: "I know how blue sock felt..."

Parent: "If you were a sock right now, what colour will you be? Why?"

Words in the Story You Can Use:

Encourage children to use these highlighted words during "talk" segments of the programme.



Words You Can Use:

sock on its own
bobbly
holely
shabby
socks are a pair
unrolled

PLAY WITH ME PLAY WITH YOUR CHILD

Language focus: Speaking skills

Each home activity focuses on one play category and includes another "talk" segment, motivating readers to connect with the story.

Use of imperative verbs: include, look, make, talk

Constructive Play

- **Include** the section called "Find The Uses For Your Old Socks".
- **Look** for old socks to be made into sock puppets.
- **Make** one sock puppet of yourself.

After Play Talk

- **Talk** about when you as a character will enter this story.

HOME ACTIVITY CHILD + SIBLING OR FRIEND

Motivates the child to engage in discussion and pairwork through the use of child-friendly prompts.

Dramatic Play encourages the child to be creative when they:

1. pair different socks together and roll them into sock balls
2. make a sock man out of socks and give him a character

READ WITH ME READ WITH YOUR SIBLING/FRIEND

Language focus: Reading, Listening, Speaking skills

Build the child's vocabulary with the help of the word bank.

Use of imperative verbs: decide, talk, share

- **Decide** on whether you and your sibling will take turns reading the story sentence by sentence, page by page or section by section.
- Once you have decided, start reading.
- If you want to read it again, do so.
- **Talk** about the story, **share** what you like about the story:

Child #1: "I liked the part when...because..."

Child #2: "Yes, that was good. I liked the part when... though because..."

PLAY WITH ME PLAY WITH YOUR SIBLING/FRIEND

Language focus: Speaking skills

The buddy activity focuses on stimulating the child's interest through teamwork and interaction with their siblings or peers. It also develops their emotional intelligence as they personify the sock man.

Use of imperative verbs: roll up, make, share

Dramatic Play

- **Roll** up different pairs of socks into sock balls and put them in a bin.
- **Make** a sock man out of the socks.
- **What** will you call your sock man and what will he do?

After Play Talk

Share your sock man with a parent telling them about how you made him and what you've decided as his purpose will be.

Sibling/Friend & Me
Home

Words to Use When You Read + Play

sock on its own	bobbly	holely	grey	mustn't give up
unrolled	crumpled	wriggled	roll up	patterns

Read

- Take turns to read the story. Read sentence by sentence or page by page.
- Talk about the story. You can start with:
 - This is what I liked about the story...
 - I liked the part when... because...

Play

Object Play

- Turn to page 42. Roll some socks up into balls.
- Turn to page 43. Make a sock man out of the sock balls.
- Name your sock man. What would he do?

Let's Talk

- Share your sock man with Mummy and/or Daddy. Tell Mummy and/or Daddy how you made him and what his purpose is.

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SCHOOL ACTIVITY CHILD + TEACHER

Provides teachers with instructional guidance and suggested activities. Teachers can also rely on these prompts to design more classroom play for their pupils.

Symbolic Play develops your pupil's:

1. cognitive skills
2. social skills
3. emotion quotient

**Teacher & Me
School**

Words to Use When You Read + Play

sock on its own	bobbly	holely	grey	mustn't give up
unrolled	crumpled	wriggled	roll up	patterns

Read

- Take turns to read the story. Read sentence by sentence or page by page.
- Talk about the story. You can start with:
 - (Teacher) Did you notice that every sock had its own personality? Can you describe the different personalities?

Play

Object Play

- Go to pages 44 to 47 and let your pupil choose a sock template. Choose one for yourself as well. Use crayons, colouring pencils or pens to give life to the socks.
- Give your socks names and talk about their personalities.

Let's Talk

- Ask your pupil to share an adventure that his/her sock has gone on.

36

READ WITH ME READ WITH YOUR STUDENT

Language focus: Reading, Listening, Speaking skills

Through guided thinking, your pupil will be able to recognise various emotions and expressions. This segment will motivate your pupil to communicate their feelings confidently and relate what they learn to real-life situations.

Use of imperative verbs: decide, read, talk

- **Decide** on whether you and your pupil will take turns reading the story sentence by sentence, page by page or section by section.
- Once you have decided, start reading.
- **Read** the story with your pupil again if he/she wants to.
- **Talk** about the story as a lead into play such as:

Teacher: "Every sock has its own personality, right? Did you notice that?"

Pupil: "Yes, this sock looks sporty. He looks..."

PLAY WITH ME PLAY WITH YOUR STUDENT

Language focus: Speaking, Writing skills

Each book and activity are developed with the readers' cognitive skills in mind to ensure that children are able to connect with the story and understand the activity instructions.

Use of imperative verbs: choose, use, give, share

Constructive Play

- **Choose** a sock template that you like and allow the pupil to choose a sock template that he/she likes.
- **Use** crayons, colour pencils or pens to give life to your sock.
- **Give** your sock a name and talk with your pupil about their personalities.

After Play Talk

- **Share** with your teacher one adventure your sock has.

SCHOOL ACTIVITY CHILD + CLASSMATE

The peer interaction activities are designed to match the child's language and comprehension skills.

Constructive Play features language prompts in the form of questions to:

1. build the child's thinking skills
2. enhance their communications skills

The screenshot shows a worksheet titled "Classmate & Me School". It includes a list of words to use when reading and playing, followed by instructions for reading and creative play activities.

Words to Use When You Read + Play

sock on its own	bobbly	holey	grey	mustn't give up
unrolled	crumpled	wiggled	roll up	patterns

Read

- Take turns to read the story. Read sentence by sentence or page by page.
- Talk about the story. You can start with:
 - Have you ever felt like Blue Sock?
 - How can we help Blue Sock feel better?

Play

Creative Play

- Create a game from a pile of socks. What would you call your game? What are the rules?
- If others want to join you in the game, would you let them?

Let's Talk

- Tell your teacher about the game you just created. Tell him/her if you enjoyed playing the game. What did you enjoy about it? What did you not enjoy about it?

37

READ WITH ME READ WITH YOUR CLASSMATE

Language focus: Reading, Listening, Speaking skills

Through guided thinking, your pupil will be able to recognise various emotions and expressions. This segment will motivate your pupil to communicate their feelings confidently and relate what they learn to real-life situations.

Use of imperative verbs: decide, read, talk

- **Decide** on whether you and your classmate will take turns reading the story sentence by sentence, page by page or section by section.
- Once you have decided, start reading.
- **Read** the story with your classmate again if he/she wants to.
- **Talk** about the story as a lead into play such as:

Child: "Everyone feels like Blue Sock. I think we can help Blue Sock feel better if we play with him."

Classmate: "Yes. Let's include him in a sock game."

PLAY WITH ME PLAY WITH YOUR CLASSMATE

Language focus: Speaking, Writing skills

This section is designed to stimulate the child's creativity and support their language development and encourages them to tell us about their ideas and logic, and reflections.

A teacher-led discussion promotes student engagement where these young children take on an active role in the learning process. This engaged learning motivates group problem solving and teaches children to understand and evaluate information.

Creative Play

- **Can** you create a game from a pile of socks?
- **What** will you call your game and what are the rules?
- **Play** your game and if anyone wants to join you, will you let them?

After Play Talk

- Have a **teacher-led conversation** about the games they created and whether they enjoyed playing with their classmates. Always ask the pupils why they enjoyed it or not.

LEARNING OUTCOMES

Approaches to Learning

- Curiosity and Creativity
- Problem-Solving and Reasoning



Language Development and Communication Skills

- Receptive Language
- Expressive Language and Communication



Cognitive Development/Intellectual Abilities

- Literary Concepts
- Mathematical Concepts
- Scientific Concepts



Social and Emotional Development

- Self-Awareness
- Self-Regulation
- Problem-Solving
- Social Relationships
- Express of Feelings
- Creative Expression



Motor Development

- Gross Motor Skills
- Fine Motor Skills
- Sensory Processing and Motor Planning Skills



Digital Intelligence (DQ)/Technology Literacy

- Technical Skills
- Digital Safety
- Digital Rights
- Digital Emotional Intelligence



Global Stewardship

- Environmental Issues
- Sustainability
- Social Inclusivity



LEARNING OUTCOMES

APPROACHES TO LEARNING

Children develop curiosity when introduced to new stories, characters and ideas in the books in this series. By reading and talking to an adult or their peers, they are actively engaged, learning and communicating at their own pace. Through playing, they go on to hone their problem-solving and reasoning skills.

Curiosity and Creativity

Children are eager to find out more about their environment, and take the initiative to pursue the unknown.

- Is curious, asks questions about various topics and explores new activities.
- Uses imagination and creativity to combine reading materials and toys in fun, new ways.

Problem-Solving and Reasoning

Children combine previous experiences to form new ideas and can develop and follow a plan.

- Transfers knowledge from a topic to understand new information in other areas (“Is a forest made up of many little plants?”).
- Develops the organizational skills necessary to accomplish (and complete) complex tasks, such as gathering the materials needed and following the step-by-step instructions for projects.

LANGUAGE DEVELOPMENT AND COMMUNICATION SKILLS

Children develop receptive language skills and learn to express information, thoughts and ideas by reading and playing.

Receptive Language

Children understand and comprehend communication.

- Understands conversations and stories, and can follow simple and multi-step directions (“The blue sock was sad because ___”).
- Demonstrates understanding of location, size and temporal concepts (far/near, big/small).

Expressive Language and Communication

Children use language for expression and to communicate with others.

- Uses simple, compound and complex sentences – with diverse and extensive vocabulary – throughout conversational interchanges.
- Maintains eye contact, gestures and facial expression appropriately when communicating with others.
- Communicates ideas, experiences and opinions – using speech or an expressive mode of communication to clearly explain personal rationale. Also actively seeks information by asking questions.
- Converses in exchanges consisting of several thoughts or ideas, and can recount past events.

LEARNING OUTCOMES

COGNITIVE DEVELOPMENT / INTELLECTUAL ABILITIES

Children develop cognitive and intellectual skills through reading, speaking and playing. This includes memory and reasoning, concept development and recognition of objects, letters, and numbers, to grasp literary, mathematical and scientific concepts in future.

Literacy Concepts

Children have emerging literacy skills such as letter recognition and phonological awareness, story comprehension and use of stationery.

- Shows knowledge of introductory phonological awareness skills such as rhyming.
- Comprehends basic plot structure and characters, and uses pictures to visualise and understand what occurs in the story.
- Understands sequences and can retell the story after reading, sometimes inventing their own story and characters.
- Shows an interest in reading other books, and printed text or symbols at home and in the community.
- Writes simple notes to parents and others.

Mathematical Concepts

Children understand quantitative concepts, spatial relationships and sequencing, and can apply measuring, classifying and ordering to real-life situations.

- Counts in sequence and understands that numbers represent quantity.
- Associates concepts, quantities and written numerals meaningfully (few/many, greater/lesser).
- Recognises, describes, compares, and names common shapes, colours, sizes and patterns; matches, sorts and regroups objects according to those attributes.
- Has a sense of time.

Scientific Concepts

Children understand the process of examining natural phenomena and investigating their environment and can use gathered information to discover new ideas or solve problems.

- Uses senses (and sensory play) to observe and examine events and phenomenon (see, smell, touch).
- Collects, describes and records information through a variety of formats (tables, diagrams, charts, maps).
- Explains and makes predictions or generalisations based on learned experiences.

LEARNING OUTCOMES

SOCIAL AND EMOTIONAL DEVELOPMENT

Children develop their self-esteem through meaningful social interaction. Reading and playing with their parents, teachers and peers, will heighten their ability to interact with others, express feelings and emotions, develop self-awareness and self-worth, and demonstrate self-regulation and coping strategies.

Self-Awareness

Children develop their personal identity and an awareness of their connectedness to others and the world. They value themselves and recognise their abilities.

- Identifies self by characteristics, preferences and specific abilities, and can relay basic information about themselves to others –everyday life or morals and values.
- Demonstrates confidence by expressing satisfaction with accomplishments or ability to conduct a task ("Check out what I made by matching!").
- Accepts responsibility for age-appropriate tasks. ("I should pack up after playing.")

Social Relationships

Children interact with adults and peers.

- Adapts to new situations and individuals, and establishes relationships to engage in play with others ("I'm ... , would you like to read this book with me?").
- Participates in conversations to exchange thought and ideas with both adults and peers ("Let's discuss the questions.") and shows respect by letting others finish reading a sentence or activity.
- Ceases play activity when presented with an alternative by teacher or peer.

Self-Regulation

Children exercise appropriate control in group settings.

- Able to focus on group or independent task to completion.
- Follows rules to complete a self-directed play activity or directions given to a group.
- Demonstrates the ability to change from one task to another ("Now that you have made your puppets, shall we colour our socks?").
- Are able to patiently listen, cooperate and take turns or share materials during activities with other children.

Problem-Solving

Children address challenges using appropriate communication and coping skills.

- Attempts to solve problems independently and seeks assistance for challenging situations.
- Persists (persevere) or respond effectively to frustrating tasks.
- Tells others when they are bothered by their behaviour ("Please share.").
- Relays basic self-advocacy information about academic or social needs ("I don't understand.").

LEARNING OUTCOMES

SOCIAL AND EMOTIONAL DEVELOPMENT

Expression of Feelings

Children understand their own feelings and express empathy for others.

- Displays and describes an extensive array of personal feelings (“I’m angry/sad/happy/scared”).
- Demonstrates sensitivity to the feelings of others and offer helps.

Creative Expression

Children engage in a variety of play activities to explore ideas and develop creativity.

- Participates in a variety of artistic, musical and dramatic activities for creative expression.
- Explores books and learning materials to independently develop their own play routines.

MOTOR DEVELOPMENT

Through reading and playing, children develop functions such as perception, muscle control, motor coordination and ease of locomotion. Younger children will benefit from play activities that hone their fine and gross motor skills.

Gross Motor Skills

Children follow routines and move freely for physical fitness and recreation.

- Demonstrates balance and can safely negotiate stairs, curbs and uneven surfaces.
- Able to participate in playground activities.
- Plays games involving physical activity or with toys (balls, hoops).

Fine Motor Skills

Children use eye-hand coordination, strength and motor control to effectively use tools and utensils.

- Demonstrates eye-hand coordination to perform fine motor skills.
- Maintains stability in sitting/standing to use two hands together when reading or playing.
- Uses writing, drawing, painting and colouring stationery, also tools with supervision (scissors, stapler).
- Understands various types of technology (switches, touch screens, apps).

Sensory Processing and Motor Planning Skills

Children process sensory information and to coordinate movements.

- Plans and executes movements with appropriate speed, coordination and accuracy.
- Notices a variety of textures, sounds, sights, tastes and visual stimuli within the environment.

LEARNING OUTCOMES

DIGITAL INTELLIGENCE (DQ) / TECHNOLOGY LITERACY

Children learn the principles of technology and the foundations that underpin an increasingly digital world, to keep pace with advancements of today and the future. This series integrates traditional book reading with fun games in the play section, alongside on-screen activities to make learning a multi-faceted pursuit.

Technical Skills

Children will have the skills and motivation to use digital technologies with confidence.

- Utilises technology confidently and effectively to find information or connect with the world around them.
- Cultivates the fundamental skills and values required to participate meaningfully in a digital society.
- Develops familiarity with new technologies can use it to create content.

Digital Rights

Children learn the basic rules of the digital space and set healthy boundaries.

- Understands basic digital boundaries.
- Aware of the presence of cyberbullies and suspicious individuals.

Digital Safety

Children develop the skills needed to protect against and mitigate the negative impact of technology.

- Adopts basic rules for safety like logging out and not revealing passwords.
- Thinks critically about information and clarifies when in doubt.
- Recognises and reports all negative (violent) content seen online.
- Regulates screen time to avoid device dependency and cultivate healthy digital habits.

Digital Emotional Intelligence

Children learn to become positive online influence for others.

- Uses technology to forms meaningful relationships with people around them and benefit their communities.
- Builds positive online communities by leveraging on opportunities afforded by technology.

LEARNING OUTCOMES

GLOBAL STEWARDSHIP

By focusing on broad social topics that extend into the world around us, children demonstrate responsibility towards others and learn how to take care of the world and people around them.

Environmental Issues

Children learn to protect and be responsible for the natural environment around them.

- Thinks beyond themselves, and recognise that they can make a positive change to the world at large.
- Supports and participates in conservation efforts, while encouraging others to do the same (reduce plastic use, save water, conserve habitats).

Sustainability

Children understand the importance of making good lifestyle choices and promote sustainability.

- Understands simple sustainability concepts to promote positive lifestyle habits (pollution, carbon footprint, waste management, food sources).

Social Inclusivity

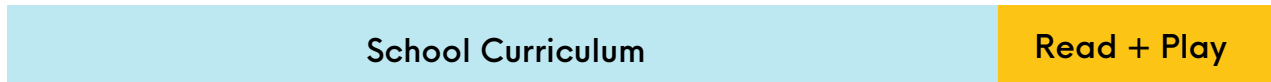
Children learn to respect and celebrate diversity and differences.

- Displays positive interactions with all living things, human and non-human.
- Recognises that differences lead to diversity, and that diversity makes the world an interesting and special place.
- Shows open-mindedness toward anyone who looks and thinks differently than they do.

SCHOOL CURRICULUM

There are various ways to situate **Read + Play** in schools.

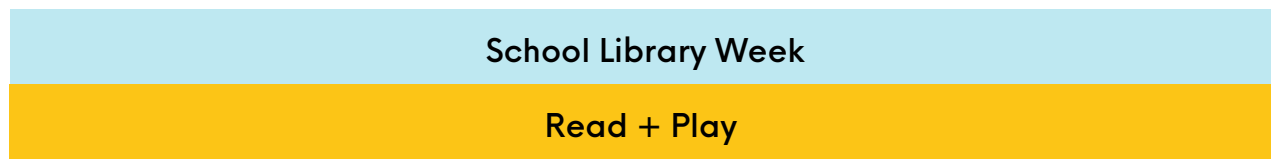
After-school programmes such as pupil care programmes, leadership development programmes where bonding is important or enrichment programmes.



Part of end-of examination activities to help children destress from tests or examinations.



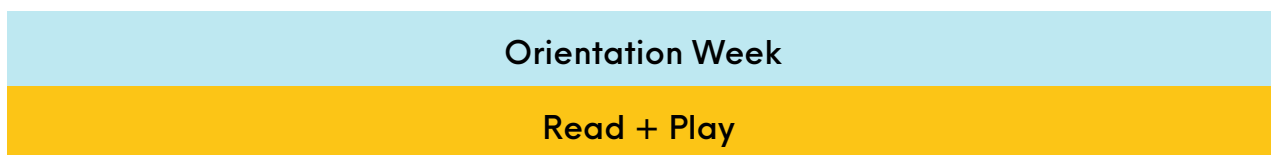
Included within the School Library Week as one among many reading activities.



Introduced with reluctant readers who have not yet discovered their reading identity or interests. These sessions can be inserted during free periods.



Introduced during orientation week to build positive relationships between the assigned form teacher and class of children. From Read+Play, teachers will also be able to informally diagnose the kinds of readers and learners of their newly assigned children.



INTERNATIONAL READING LEVELS

THE LEXILE FRAMEWORK FOR READING

All titles in the Read+Play series are Lexile graded. A scientifically proven approach to reading and text measurement, the Lexile measure is the numeric representation of a student's reading ability or a text's difficulty. Its developmental scale ranges from below 0L for a beginning reader to above 1600L for advanced text and abilities. The Lexile scale is independent, so the difficulty of books, articles and other reading materials from any source can be evaluated and it removes uncertainty by providing an objective measure of text difficulty and a student's reading ability.

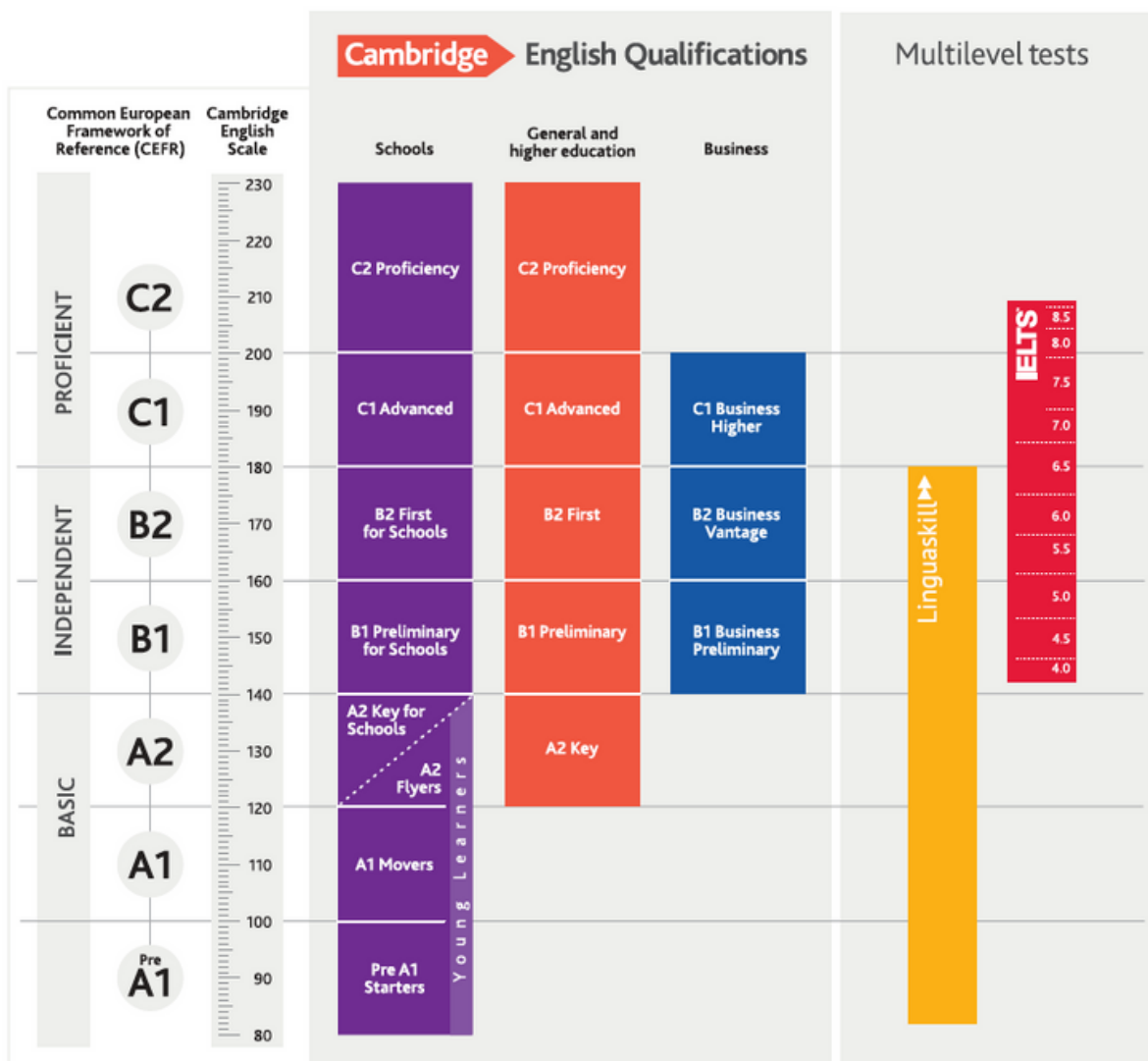
	GRADE LEVEL	GUIDED READING	LEXILE LEVEL (CCSS)	DRA LEVEL	READING RECOVERY
EMERGENT	Kindergarten	A	BR	A-1	1
		B		2-3	2
		C		4	3-4
		D		6	5-6
EARLY	Grade 1	E	190L-530L	8	7-8
		F		10	9-10
		G		12	11-12
		H		14	13-14
		I		16	15-17
		J		18	18-20
TRANSITIONAL	Grade 2	K	420L-650L	20	18-20
		L		24	
		M		28	
	Grade 3	N	520L-820L	30	
		O		34	
		P		38	
FLUENT	Grade 4	Q	740L-940L	40	
		R			
		S			
	Grade 5	T	830L-1010L	50	
		U			
		V			
	Grade 6	W	925L-1070L	60	
		X			
		Y			
PROFICIENT	Grade 7	Z	970L-1120L	70	
	Grade 8	Z	1010L-1185L	80	
	Grade 9-12	Z (+)	1050L-1385L		

Information from:
www.exile.global and www.booksource.com/reading-level-chart

INTERNATIONAL READING LEVELS

COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR)

All titles in the Read+Play series correlate to the CEFR levels. The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare our qualifications to other exams in their country.



Information and charts from:
www.cambridgeenglish.org/exams-and-tests/cefr/

ABOUT THE TEAM

Produced by **Marshall Cavendish International**, a leading publisher of educational content, each story is crafted by a panel of specialist and award-winning picture book authors and illustrators.



The learning pedagogy for all titles in this series of books are developed by Fulbright scholar **Dr Jo-Ann Shek**, who lectures at the English Language and Literature Academic Group, National Institute of Education (NIE), Nanyang Technological University, Singapore, and whose research speciality lies in language and literacy teaching, pedagogic theory and the teaching of thinking skills.

This series will be supplemented by additional resources.

Coming Soon

Web-based content Additional Materials



Guides and lessons Training sessions



More information on the series will be made available on our website:

www.marshallcavendish.com/resources/readplay



Marshall Cavendish International is a leading general-interest trade publisher in Asia, with a history spanning over five decades. As a trusted brand, known for a diverse and wide variety of subject areas, and bestselling titles in every genre, we are committed to the spread of knowledge. Our expertise lies in the curation of content to inform readers, engage conversations and inspire the future.

We are a member of Times Publishing Group and sister company to Marshall Cavendish Education (MCE).



Marshall Cavendish Children's books enthrall and entertain young readers through the world of adventure, fantasy, mystery and much more. The stories nourish imagination and the illustrations enhance visual literacy, helping children to cultivate a lifelong love for reading.

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