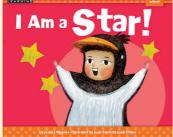


**Family Involvement Resources** support parents and caregivers.

Also Available in Spanish!



**Books include built-in** parent and caregiver engagement opportunities.





Vibrant stories and illustrations engage students in the text.

Games and

encourage family

engagement and

emotional topics.

extension activities

discussion of social and



# Family Guides for Each Theme

In this theme, I Get Along with Others, children

to cooperate with others and become positive

members of the community. Read a copy of each

read six stories about characters who are learning

Self

Dear Family,

book with your ch

This Family Guide o

skills covered by th

tips for building e a variety of tips and

young child's soc

Executive Editor at

LEARNING

Sincerel

Molly Smith

Familu Guide

. 86



Inside Front Cover

Instant, effective tips help family members support their child's early literacy development.

Following are some

tips and activities

to help your child

# Face Time

Children learn how to get along with one another when they are involved with hands-on activities. You can encourage face-to-face interaction by limiting screen time (TV, computer, and other electronics).

Inside Back Cover

# Let's Play!

Play games that require sharing, taking turns, listening, talking, and working together. For example, playing house, restaurant, doctor's office, and other "dress-up" plau encourages children to practice social skills while having fun.

discussion of real-life applications of each book topic.

Activities encourage

# Improve young students' behavior

- social and emotional skills.
- Literacy instruction prepares students for college and career readiness.
- and extend learning.



# Four theme sets each center around six titles, and each title can be bought as a 6-pack!



Newma LEARNING<sup>®</sup> 145 Huguenot Street • New Rochelle, NY • 10801 • 1-855-232-1960 • www.newmarklearning.com

I Get Along

As you read each book with your child,

running your finger under the words

asking your child to name letters he or she knows, or naming a letter and

having your child find it on a page

asking your child to point to the first

word and the last word on a page

counting the words in a sentence

asking your child to retell the

story after you have read it.

build early reading skills by:

as you read them

# Social Emotional Learning Foundations



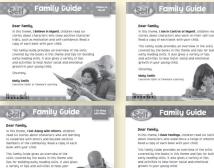
Develop the social and emotional skills to help students achieve academic and interpersonal success in rigorous school climates.

# Four Theme Sets help students manage their feelings and interactions.

- Enrich and deepen existing curricula, or use the books and lessons to create your own thematic units.
- Call 1-855-232-1960 for a correlation to your curriculum.



# Provide explicit support for teachers and families at home.







**Take-Home Books** Mini-books reinforce social and emotional concepts and reading skills at home.



**My Personal Journals** Allow students to respond to texts through drawing and writing.



6-Pack: PU-NL2228 Lap Book: PU-NL2178

an Make

6-Pack: PU-NL2240

Lap Book: PU-NL2190

Get It Started



Lap Book: PU-NL2176



6-Pack: PU-NL2231 Lap Book: PU-NL2177 Lap Book: PU-NL2181

# Theme: I Believe in Myself

Theme Set: PU-NS0532 Take-Home Set: PU-NS0536





6-Pack: PU-NL2236 Lap Book: PU-NL2185 Lap Book: PU-NL2186





6-Pack: PU-NL2238 Lap Book: PU-NL2188

6-Pack: PU-NL2239 6-Pack: PU-NL2243 Lap Book: PU-NL2189

Teacher's Guide Step-by-step support to teach each social and emotional theme, and reading strategies, including tips for English Learners.

Objectives	Build Social and Emotional Intelligen	Explore the Theme with
Children will: • Recognize and identify six positive attributes	Inside this kit, you'll find a variety of resources to help students build social emotional intelligence as well as foundational neading skills. Lap books, sm posters, and more enable teachers to engage students through whole group group, and individual instruction. This kit also includes trateted support for	• Display the commeans to share a children of the sponsibility.
<ul> <li>Build understanding of the organization and basic features</li> </ul>	involvement, Common Core State Standards, and English learners.	During Reading
of print • Recognize phonemes and		<ul> <li>Use the book-specific question</li> </ul>
individual letters	Introduce the Theme	<ul> <li>Create opportunities to but</li> </ul>
	The books in this theme are designed to help children recognize and de positive attributes: sharing, kindness, respect, fairness, honesty, and r	on the following page.
	Help children understand that these attributes are important to getting a school, home, play, work, and as citizens in a community.	After Reading
ooks in This Theme		<ul> <li>Draw children's attention t</li> </ul>
There is a second secon	Use the Poster - Display the front of the poster. Read aloud the question: How are thes working to get along? Then discuss what is happening in each pictue children to include words from this theme by guiding the discussion such as: How are these children being disc? How are these children being the second s	the prompts to facilitate a real-world experiences.
		<ul> <li>After reading the story sev</li> </ul>
Respect	Turn the poster over and read aloud each sentence starter. Model how to complete each sentence starter by saying: <i>I am kind when I-</i>	workstations or in your reader the store
	help unload the groceries. I share by-splitting my spack in half and giving it to a friend. I	detell of Tead the stor
Garbelt Be Honest,	show respect-when I say please and thank you	Questions for Dife suggeste
Aller Sea	I help others by-brushing my own teeth.	Thanks for Sharing, Tommy
	. Theo call on unkunteers to complete each	

I Can Be Kind

Family Guides Easy-reading supplement involves parents and caregivers in their child's social and emotional development. (See back cover for more information.)

# Theme: I Get Along with Others

Theme Set: PU-NS0531 Take-Home Set: PU-NS0535





Lap Book: PU-NL2180

6-Pack: PU-NL2229 Lap Book: PU-NL2179



Be Honest

6-Pack: PU-NL2232 Lap Book: PU-NL2182 6-Pack: PU-NL2233 Lap Book: PU-NL2183

# Theme Set: PU-NS0533 Take-Home Set: PU-NS0537



6-Pack: PU-NL2241 Lap Book: PU-NL2191



6-Pack: PU-NL2244 Lap Book: PU-NL2193 Lap Book: PU-NL2194





Lap Book: PU-NL2195



- 24 Lap Books
- 144 Small Books (6 copies of 24 titles)
- 4 Posters (1 per theme)
- 4 Teacher's Guides (1 per theme)
- 240 Mini-Books (10 copies of 24 titles)
- 40 Family Guides
- (10 copies per theme)
- 24 Personal Journals
- 4 Theme Display Boxes (1 per theme)

# INDIVIDUAL THEME SETS (See code near each theme.)

- 6 Lap Books
- 36 Small Books (6 copies of 6 titles)
- Poster
- Teacher's Guide
- 60 Mini-Books (10 copies of 6 titles)
- I0 Family Guides
- 6 Personal Journals
- Theme Box

INDIVIDUAL LAP BOOKS See code near each book.

**SMALL BOOK 6-PACKS** (See code near each book.)

6 copies of 1 title

ADD-ON PACKAGES

# **TAKE-HOME THEME SET**

(See code near each theme. 60 Take-Home Books

- (10 copies of 6 titles)
- 10 Family Guides

MY PERSONAL JOURNAL PU-NS0538

• 6 copies

**Build Foundational Read** 

t how words are separated by spaces in print, and tween words. Then invite children to frame word

ildren to name upper- and lowercase le

toren build awareness of phonemes. After reading . turing a sound, such as /f/, /m/, or /s/, that can be shed. Tell children the sound for which the start of the

to build letter identification and for

fren they are going to close their eyes and listen for words that begin with th they sound. Explain that you're going to say a group of words and that they are their hand every time they hear a word with the /s/ sound. Then say, fo : mat, sit, pin, sun, top, soup, fin.

Be Honest, Jess

/ssss/ sound in this sentence tch the /s/ sound in the word

## Tips for English Learners

If children have trouble identifying a phoneme, stretch out the sound multiple times, then have children repeat it after you. For example, say: Listen to this sound: /ssss/, /ssss/. Now let's say it togethe /ssss/, /ssss/. Now yo say it.



What does Charlie do to act responsibly?

- Why does Jess hide the va Why does Jess tell her mother the truth? How does her mother react? How do Charlie's mom and da
  - feel when Charlie acts respo What have you done that shows you are respo

I Get Along with Others Teacher

Provide content vocabulary and literacy instruction specifically for nonnative English speakers.

How does it feel when you lie? How does it feel when you tell the truth.



ith the Book неп рпог кног

and to show kindness, respect

stions shown below to prompt discussion uild foundational reading skills using the suggest

to the photograph on the inside back cover. Read alou discussion that helps children connect the story to

veral times, place copies of the small books in

I Show Respec

Why is Tasha upset at the beginning of the story?

How does Tasha show respect by the end of the story

How is Tasha's behav

ading center. Invite children to use the pict

# d extension activities on

- What clues can you find in the story that tell you Mike is kin
- What have you done lately that was kind? • What will you do today to show

# 6-Pack: PU-NL2245

Track the print I





