

Ready, Set, Go! Newcomers Kits



Kits for Grades 3-12

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How Ready, Set, Go! Newcomers Kit Can Help

The Challenge

Newcomers, or students with limited English skills who have immigrated to the United States, face the difficult challenge of communicating with those around them. Life inside and outside of the classroom is stressful, and lack of essential language support can lead them to become discouraged and disengaged.

Help Is Here

Ready, Set, Go! Newcomers Kits is a supplemental English Language Development (ELD) program designed just for these students.

- Content to develop **life-skills vocabulary** for success in and out of the classroom
- **Skill building** from phonics to social communication to academic language
- Activities in **listening, speaking, reading, and writing**
- Mature, **age-appropriate visual support** in each kit
- Ideal for Students with Interrupted/Inconsistent Formal Education (SIFE)
- Designed for students at English language proficiency **levels 1 and 2** (entering and beginning)
- Comprehensive **teaching support** to guide instruction at every step



Kits for Grades 3-12



Components



Getting Started

Each kit features three workbooks that progress sequentially from phonics, to social communication, to academic language. Choose lessons based on lesson topics, academic standards focus, and/or language focus. Consider picking by topics that align with instruction in the general classroom.

Book 1, grades 6-12 kit

Instructional Features

Ready, Set, Go! Newcomers Grades 3-5 is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Book 2

Lesson Topics	Standards Focus	Language Focus
Unit 1: My School		
<ul style="list-style-type: none"> places at school people at school classroom objects/tools classroom routines cafeteria procedures recess procedures field trips school activities school safety 	Language arts Social studies	Common and proper nouns
Unit 2: My Classes		
<ul style="list-style-type: none"> grades/classroom work math class science class reading and writing classes social studies class music class art class gym class the school library computers 	Language arts Math Science Social studies	Plural nouns
Unit 3: Health and Safety		
<ul style="list-style-type: none"> body parts actions hygiene and exercise illness the doctor's office the dentist's office safety equipment and symbols 	Language arts Science Social studies	Question words

Book 2, grades 3-5 kit

Instructional Features

Ready, Set, Go! Newcomers is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Book 1


Lesson Topics	Standards Focus	Language Focus
Unit 1: Sounds and Letters		
<ul style="list-style-type: none"> alphabet uppercase/lowercase letters consonants/consonant sounds blends/digraphs silent letters vowels/vowel sounds 	Language arts	Consonants Vowels Digraphs Blends Alphabetical order
Unit 2: The Basics		
<ul style="list-style-type: none"> colors shapes cardinal and ordinal numbers days/months/years calendar/dates weather seasons temperature time 	Science Math	Capitalization
Unit 3: Welcome		
<ul style="list-style-type: none"> greetings and introductions all about me address phone number family/relatives age personal titles/marital status emergency form 	Social studies Language arts	Verbs <i>is, are, and am</i>
Unit 4: My School		
<ul style="list-style-type: none"> classroom objects/tools people at school places at school school rules following directions school schedule useful phrases 	Language arts Social studies Math	Contractions

Student Books

Each unit begins with a checklist of learning goals to show students what's expected. After they complete the unit, they can return to the page to check the skills they've mastered.

UNIT 1 MY SCHOOL

Learn vocabulary words related to your school and activities at your school.



My Learning Goals

I have mastered:


- places in a school
- people at a school
- objects in a classroom
- classroom routines and directions
- the cafeteria
- recess
- field trips
- school activities and clubs
- school safety
- common and proper nouns

My School 7

Book 2,
grades 3–5 kit

UNIT 2 THE BASICS

Learn vocabulary words for some basic topics in the English language.



My Learning Goals

I have mastered:

- colors and shapes
- cardinal and ordinal numbers, 1-100
- days of the week and months
- years and the calendar
- weather
- seasons
- temperature
- time
- capitalization

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The Basics 33

Book 1,
grades 6–12 kit

KIT FOR GRADES 3-5

Two-page lessons include:

Listen

Students hear new vocabulary and information about a topic. They repeat the language in order to understand the correct pronunciations and answer questions from spoken text.

Speak

This section provides an opportunity for students to practice speaking skills in a casual setting.

Write

Students write using the words they have learned in a variety of ways.


The lesson format in Book 1 also includes sight word practice.

14 Reading and Writing


★ Listen
Listen and repeat.

In reading class, you read different types of texts. You might read:

- fiction: stories that are made up
- nonfiction: stories that are true
- poetry: writing with rhythm and rhyme



title author




chapter

In writing class, you write paragraphs and essays.
You might write in a journal.

Listen. Circle the correct choice.

1	chapter	title
2	author	poetry
3	read	write
4	fiction	nonfiction
5	paragraph	essay
6	journal	fiction



40 Reading and Writing © The Continental Press, Inc. BUFLICA

★ Speak
Talk with your classmates.

Would you rather read fiction or nonfiction?
I would rather read ____.



★ Write
Write the word that fits each clue.

author	chapter	essay	fiction	journal
nonfiction	paragraph	poetry	title	

- a part of a book, usually marked with a number _____
- the person who wrote something _____
- stories that are made up _____
- the name of a book _____
- a book that someone writes in _____
- several sentences that go together _____
- true stories _____
- a piece of writing with rhythm and rhyme _____
- a longer piece of writing with several paragraphs _____

KIT FOR GRADES 6-12

Lessons include:

Listen

Students hear new vocabulary and information about a topic. They repeat the language in order to understand the correct pronunciations and answer questions from spoken text.

Speak

This section provides an opportunity for students to practice speaking skills in a casual setting.

Write

Students write using the words they have learned in a variety of ways.

The lesson format in Book 3 is expanded to include a reading section, more speaking activities, and additional checks for understanding.



14 Days of the Week

★ Listen
Listen and repeat.

A week is a period of seven *days*. It usually starts on a Sunday and runs through Saturday. Most people go to school or work Monday through Friday. They may have off on Saturday and Sunday, the *weekend*.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7

Listen. Circle the correct choice.

1. Saturday	Sunday
2. Thursday	Tuesday
3. Friday	Monday
4. Wednesday	Tuesday
5. Friday	Thursday



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★ Speak
Talk with a partner.

When do you have gym class?
I have gym class on _____.

What is the day today?
Today is _____.



★ Write
Write the days of the week you go to school.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



Write the days of the weekend.

- 6 _____
- 7 _____

IN BOTH KITS

End-of-unit practice in most books includes:

Grammar

Students focus their attention on word study, grammar, or English language conventions relevant to the unit. They review a particular topic and then complete activities that provide practice.

Read & Write

At the end of each unit, students read short passages and then write about them. Graphic organizers, sentence frames, and cloze sentences help model appropriate responses.

Review

Students practice the skills they learned with end-of-unit comprehension reviews. A vocabulary checklist is included for self-assessment.

Unit 2 GRAMMAR

Plural Nouns

A plural noun names more than one person, place, or thing. To make a noun plural, you usually add s or es to the end.

Add s to most regular nouns.
dog → dogs nurse → nurses

Add es to nouns that end in s, ss, sh, ch, x, or z.
dress → dresses beach → beaches box → boxes

Write the plural form of the noun on the line.

- The _____ girl sang three _____ at the concert.
- I saw two _____ fox _____ run through the field.
- Please wash the _____ dish _____ after you wipe the _____ table _____ off.
- Beautiful _____ rose _____ grow on these _____ bush _____.
- _____ student _____ must use one _____.
- _____ Apple _____ and _____ pe _____.
- The fourth-grade _____ field trip _____ class _____.
- The _____ boy _____ baked _____.

Unit 2 REVIEW

1 Listen. Write what you hear.

Mom: Hi! How was your day? Do you have any _____?

Pedro: Yes, I need to work on my _____ for _____.

Mom: Ok. What is it about?

Pedro: It is about the _____ of our _____.

Mom: That sounds interesting. Did you have fun in _____ class today?

Pedro: Yes! We did some _____ and used the _____.

Do not forget to _____.



Unit 2 READ & WRITE

Read the passage.

The drongo is a tricky bird that lives in the African desert. This bird copies the sounds of other animals. It follows meerkats around during the day. When the bird sees that a meerkat has caught a tasty treat, it makes a warning call. The call sounds like another meerkat saying there is danger. So, the meerkat runs to its hole and leaves its food behind. Then the drongo helps himself to dinner. Why does the meerkat keep getting tricked? Sometimes the drongo gives a real warning. There really is danger! The meerkats never know if the warning is real or not.



4 songs instruments
5 subtract multiply
6 test quiz

Write about an interesting animal.

Animal:	
What it looks like:	Where it lives:
What makes it interesting:	

Teacher's Editions and Audio

Teaching support for both kits includes:

- Suggested pacing guidelines can be adapted for your classroom use.
- Clear goals and vocabulary are identified for each lesson.
- Page-by-page directions and teaching strategies support you every step of the way.
- Optional audio files are available for download.



14 Days of the Week Student Book PAGE 40

TIME: 60 MINUTES
 Introduction: 10 minutes
 Listen: 20 minutes
 Speak: 15 minutes
 Write: 10 minutes
 Review: 5 minutes

OBJECTIVES
 • Identify days of the week and their terms
 • Speak, read, and write about days of the week

VOCABULARY

Tier 1:	Friday	Sunday	Wednesday
	Monday	Thursday	weekend
	Saturday	Tuesday	

WORK WITH THE PAGE
 Read and discuss the information at the top of the page. Introduce the days of the week to students, pointing out the names of the days of the week on a classroom calendar. Note that Thursday begins with the digraph th.

TIP: Point out that the days of the week begin with capital, or uppercase, letters. For more on capitalization, see the Grammar activity on student book page 54.

Listen

1. Direct students to the calendar chart in the student book. Read each day while pointing to it. Read the days again and have students repeat.

2. Tell students to listen to a sentence and then circle the day.

1. Maria has soccer practice on Saturday morning.
2. Grandma cooked us dinner on Monday night.
3. My favorite TV show runs on Monday night.
4. Our math test is on Wednesday.
5. The football game is on Friday night.

14 Days of the Week

Listen
 Listen and repeat.
 A week is a period of seven days. It usually starts on a Sunday and runs through Saturday. Most people go to school on weekdays through Friday. They may have off on Saturday and Sunday (the weekend).

Circle the correct choice.

1. (Saturday) Sunday
 2. Thursday (Monday) Tuesday
 3. Friday (Monday) Tuesday
 4. (Wednesday) Thursday
 5. (Friday) Thursday

CULTURE CONNECTION
 Note that in some countries, the week starts on Monday rather than Sunday, as it does in the United States.

Days of the Week Student Book PAGE 41

Speak
 Have students work with a partner to ask and answer the questions in the student book. Ask for volunteers to model the activity for the class. Circulate among students and provide guidance as necessary.

To extend the conversation, use these questions and sentence starters.

What day is the start of the school week?
 _____ is the start of the school week.
 What day ends the school week?
 _____ ends the school week.

Write
 Review the days of the week from the previous page. Read the directions with the students and have them complete the activity independently.

REVIEW
 Close the lesson by recapping the days of the week. Continue with differentiated instruction activities as needed.

DIFFERENTIATED INSTRUCTION

Challenge	Have each student place a set of sticky notes labeled with the days of the week on the walls around the room. Have students gather at the center of the room. Call out Tuesday. Have students go to a Tuesday note and point to it; only one student per note. Have students return to the center of the room. Call out another day, either randomly or in order. Continue with all the days. Then do another round faster.
Remediate	Have students write the days of the week on index cards. Then have them shuffle the cards and place the cards in order starting with Sunday.

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TEACHER'S EDITIONS AND AUDIO CONT.

- Annotated answers make class time run efficiently.
- Culture Connection suggestions encourage students to share information about their home countries and languages.
- Differentiated instruction activities help you meet student needs.

16 Music Student Book PAGE 44

TIME: 60 MINUTES
 Introduction: 5 minutes
 Listen: 20 minutes
 Speak: 15 minutes
 Write: 15 minutes
 Review: 5 minutes

OBJECTIVES
 • Identify words associated with music class
 • Speak, read, and write about music class

VOCABULARY
 Tier 1: drum music sing
 listen piano songs
 Tier 2: clap instruments recorder
 Tier 3: maracas ukulele xylophone

WORK WITH THE PAGE
 Ask students what they are learning or doing in their music class. Write key words on the board. Tell students that there are special words and items that they use more in music class than in other classes. Show students any musical instruments you have in the classroom, and demonstrate how to use them.

Listen
 1. Read the first sentence to the class, and have the students repeat the words. Look at the first two images and read the labels. You may want to clap and sing to show the words. Read the sentence and the labels for the instruments. Have students repeat the words after you. Discuss the instruments more as needed.
 2. Tell students to listen to a sentence and then circle the picture that goes with the sentence.
 1. Our music teacher plays the piano.
 2. The ukulele comes from Hawaii.
 3. Shake the maracas to the beat.
 4. Use two mallets to play the xylophone.

16 Music
Listen
 Listen and repeat.
 In music class, you sing songs and play music.
 The teacher will play instruments.
 Listen. Circle the correct choice.
 1.
 2.



Audio

Music Student Book PAGE 45

Speak
 Have students work with a partner to ask and answer the questions in the student book. Ask for volunteers to model the activity for the class. Circulate among students and provide guidance as necessary.
 To extend the conversation, use these questions and sentence starters.
 What instruments are important in your native country? In my native country, ____
 What type of songs do you like to sing or listen to? I like ____

Write
 Review the words in the word box. Instruct students to write the word from the word box to name each picture.

REVIEW
 Close the lesson by recapping the words associated with music class. Continue with differentiated instruction activities as needed.

CULTURE CONNECTION
 Music varies greatly among cultures. Allow students to share traditional or popular music from their native countries. Ask about instruments that may be common in their native countries but are unknown or uncommon in the US. Play some of the music in class, and discuss it with students.

DIFFERENTIATED INSTRUCTION

Challenge	Have students list other words and terms that they know from music class. Depending on the students' levels, these may include <i>rhythm, beat, staccato, loud, soft, and notes</i> .
Remediate	Make picture cards to review the words in the lesson. Have students work as partners to test each other with the picture cards.

16 Music
Speak
 Talk with a partner.
 What do you like to do in music class?
 I like to ____
 Do you play any instruments?
 Yes, I play ____
 No, but I would like to play ____

Write
 Write the word to go with each picture.

1. piano	2. maracas	3. clap	4. recorder
5. ukulele	6. xylophone	7. drum	8. sing

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Book 2, grades 3–5 kit

Interactive eBooks

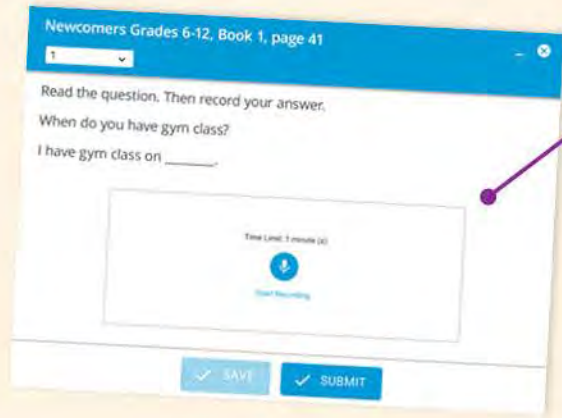
Continental's eBooks go where you and your students need to be, making them ideal for both distance and blended learning models. Our printed books are delivered online with interactive features to help you personalize instruction and make the most of practice time.

- 24/7 access, compatible on all devices (including iPad iOS 13+)



Student Experience

- Online answering for all questions
- Recording for speaking activities
- Audio for listening and speaking activities
- Highlighter, notes, and bookmark tools



Contents

Bookmarks

Notes

Highlights

Settings

Help

Back to Library

★ Speak
Talk with a partner.

1 ? When do you have gym class?
I have gym class on _____

2 ? What is the day today?
Today is _____

Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

★ Write
Write the days of the week you go to school.

1 _____

2 _____

3 _____

4 _____

5 _____

Write the days of the weekend.

6 _____

7 _____

Book 1, grades 6-12 kit

Teacher Experience

- Instant scoring for selected-response questions
- Rubrics to score oral- and written-response questions
- Performance reports to track student and class data and identify needs
- Custom test creation using your own content

Benchmark student progress

Continental

Dashboard » Performance Reports

Performance Reports

Jan-11-2023 - May-11-2023 | Newcomer 6-8 | Ready, Set, Go! Newcomers ... | Ready, Set, Go! Newcomers ...

To see more specific performance averages, click on any of the headings following Average, and more data columns will appear to the right. To go back to the general average and grade level breakdown, click on the Average heading.

Student Name	Average	Grades 6-12	ESL/ELD	Listening	Reading	Speaking	Writing
Rolf Smith	29.17%	29.17%	46.84%	57.15%	-	83.34%	0%
Dorna Ruiz	57.7%	57.7%	38.34%	65%	-	0%	50%
Micah Lopeneza	0%	0%	0%	-	-	0%	-

First Prev 1 Next Last

Picture Dictionary

Introduce topics and complement lesson activities with the *Picture Dictionary*. Simple photographs with words reinforce the vocabulary students are learning.

750 basic words are presented in thematic units from early learning experiences—beginning with letters and numbers, and ending with action verbs—so each new word is shown in a meaningful context.

Music

bow cello clarinet cymbal drum

flute guitar microphone piano

Calendar

JANUARY 2017

② Sun.	③ Mon.	④ Tue.	⑤ Wed.	⑥ Thu.	⑦ Fri.	⑧ Sat.
1	2	3	4	5	6	7
⑨ 8	9	10	11	12	13	14
15	16	17	18	19	20	21 ⑩
⑩ 22	23	24	25 ⑪	26 ⑫	27 ⑬	28
29	30	31				

year 5 Wednesday 9 week 12 today
 Sunday 6 Thursday 10 weekend 13 tomorrow
 Monday 7 Friday 11 yesterday
 Tuesday 8 Saturday

anniversary

birthday

11

Flash Cards

Flash cards provide visual support for lesson topics and are a helpful resource for differentiated instruction, as suggested throughout the teacher's editions.

NEWCOMERS CARDS (80-100 cards)

- **Alphabet Cards:** Uppercase letter on one side, lowercase letter on the other side
- **Number Cards:** Number on one side, number in word form on the other side
- **Conversation Cards:** A discussion question on each side

Sight word cards are also included in the set for grades 3-5.

VOCABULARY PICTURE CARDS (100 cards)

Topics include:

- nature
- people and families
- home
- school
- food
- community
- time and weather (grades 6-12 kit)
- clothing (grades 3-5 kit)



Ordering

Complete Kit

Kits for grades 3–5 and grades 6–12 are available. Each kit includes:

- 15 student books (5 copies of 3 books)
- 3 teacher's editions (1 for each book)
- 1 Picture Dictionary
- 1 set of Vocabulary Picture Cards
- 1 set of Newcomers Cards

Convenient case, style may vary
\$514.80

Also sold separately:

Additional eBook options, Picture Dictionary, Vocabulary Picture Cards, and Newcomers Cards. English and English-Spanish versions available!
See our website for details.

Need more books? Order the add-ons you need:

Prior kit purchase is required to order packs. Kit purchase can be made through our website or other ordering means.

Student Book 5-packs

5 copies of the same printed student book **\$118.50 per pack**

Student Book 20-packs

20 copies of the same printed student book **\$474.00 per pack**

Student Sets

1 printed student book and 1 FREE matching interactive eBook.** Minimum 25 sets of the same book. **\$23.70**

One-Year Student eBook Licenses

20 copies of the same student eBook* license **\$18.90 each**



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Kits for Grades 3-12

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