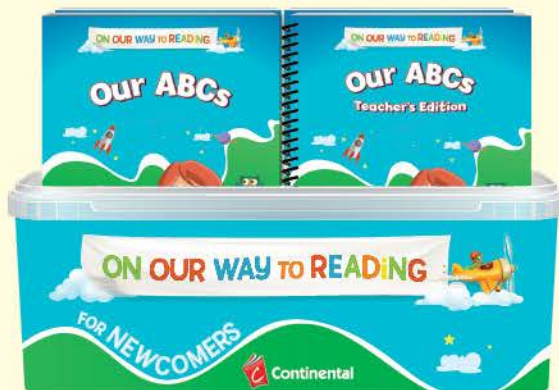


On Our Way to Reading— Newcomers



Program for Grades K–3

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Continental
inspire every learner



How On Our Way to Reading—Newcomers Can Help

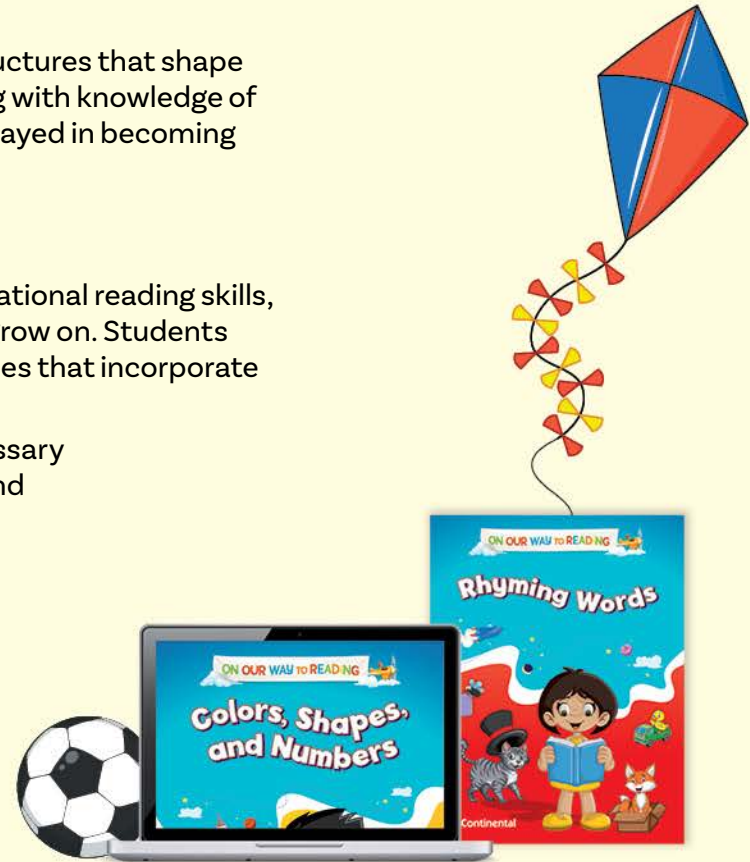
The Challenge:

Your English learners may not have been exposed to concepts and structures that shape reading instruction such as colors, shapes, letters, and numbers, along with knowledge of the alphabet. Without these fundamental skills, students could be delayed in becoming successful readers and reaching their full reading potential.

Help is Here:

On Our Way to Reading—Newcomers helps English learners build foundational reading skills, giving them a strong start to language acquisition and confidence to grow on. Students develop print, phonological, and phonemic awareness through activities that incorporate listening, reading, writing, and speaking.

Promote writing development with the printed student books, a necessary element for building foundational skills. Use the eBooks for blended and distance learning models of instruction.



Components

25

Student Books

5 copies of 5 books:
Colors, Shapes, and Numbers; Our ABCs; Rhyming Words;
Sounds and Letters; More Sounds and Letters

5

Teacher's Editions with Audio

1 for each book

24

Readers

1 each of 24 titles

1

Card Set

100 cards



e
Books
available

Getting Started

On Our Way to Reading—Newcomers features five workbooks, each focusing on a specific aspect of early learning. You can use the books in sequence or select the books that best fit the needs of your students.

	Colors, Shapes, and Numbers	Our ABCs	Rhyming Words	Sounds and Letters	More Sounds and Letters
Letters and Numbers Knowledge					
ABC order		•			
Naming numbers	•				
Naming letters		•		•	•
Printing capital and lowercase letters		•		•	•
Printing numbers	•				
Phonemic Awareness					
Recognizing and making rhymes			•	•	•
Hearing vowel sounds in rhymes			•		
Segmenting phonemes				•	•
Identifying initial consonant sounds				•	•
Identifying final consonant sounds				•	•
Adding phonemes				•	•
Deleting phonemes				•	•
Substituting phonemes				•	•
Blending phonemes				•	•
Hearing and counting syllables			•	•	•
Hearing and counting phonemes				•	•

Introducing On Our Way to Reading

Welcome to *On Our Way to Reading*. This emergent literacy program is designed to help English as a Second Language (ESL) teachers give English learners (ELs) in kindergarten through grade 3 the start they need to become successful readers and learners. Each of the five books in the program focuses on a specific aspect of early learning. You can use the books in sequence or select the books that best fit the needs of students in your program.

Components of the Program

There are five student books in the series: *Colors, Shapes, and Numbers*; *Our ABCs*; *Rhyming Words*; *Sounds and Letters*; and *More Sounds and Letters*.

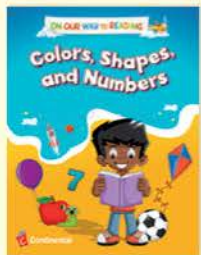
- 5 copies of each book
- 1 annotated teacher's edition per book
- 1 box of K–3 Vocabulary Picture Cards (includes alphabet cards and picture cards)
- 24 readers (early emergent and emergent levels)



Scope and Sequence

	Colors, Shapes, and Numbers	Our ABCs	Rhyming Words	Sounds and Letters	More Sounds and Letters
Concepts					
Colors	•				
Shapes	•				
Letters		•			
Numbers	•				
Motor Skills					
Large muscle activities	•	•	•		
Fine muscle activities	•	•	•	•	
Eye-hand coordination	•	•	•	•	•
Listening					
Following directions	•	•	•	•	•
Listening and responding to stories	•	•	•	•	•

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Colors, Shapes, and Numbers: Student Book

Colors, Shapes, and Numbers helps students recognize color, color words, and shapes, as well as recognize, discriminate, and write numerals.

Contents

Colors: Red
Colors: Blue
Colors: Green
Colors: Yellow

Shapes: Circle
Shapes: Square
Shapes: Circle
Shapes: Square

Colors: Orange
Colors: Purple
Colors: Brown
Colors: Black

Shapes: Triangle
Shapes: Rectangle
Shapes: Triangle
Shapes: Rectangle

Colors: Pink
Colors: White
Colors: Gray

Shapes: Diamond
Shapes: Oval
Shapes: Star
Shapes: Diamond
Shapes: Oval
Shapes: Star

Numerals

Color Words

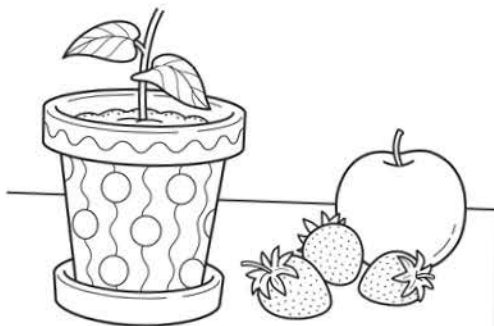
Writing Numerals

Red

This color is red.



Color the apple and the strawberries red.
Draw a red flower on the plant.



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Writing Numerals

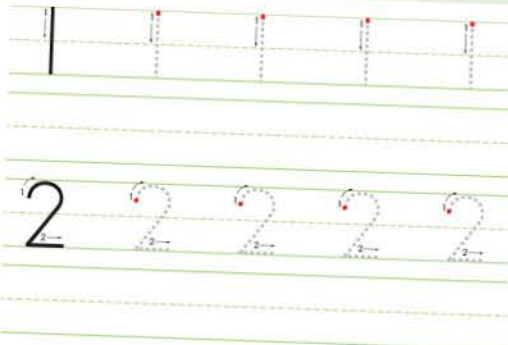


1



2

Trace the numbers. Then write the numbers.



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41

Colors, Shapes, and Numbers: Teacher's Edition

Support for each lesson:

- Page-by-page directions and teaching strategies
- Opportunities to use audio, vocabulary picture cards, and readers
- Enrichment activities to differentiate instruction
- Annotated answers

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Reproducible Number Cards	

Colors: Red

Student Book Page 3

Introduce the Color: Red

Use the following activities to introduce the color red.

- Name students in your classroom who are wearing something red, and ask them to stand up. Then ask the rest of the class to tell what color these students are all wearing. When they say *red*, have the students identify the red items of clothing.
- Ask the students to think of some things to eat that are red. Suggestions might include apples, strawberries, watermelon, and tomatoes and tomato products (ketchup, spaghetti sauce, pizza). Then ask students to name other things that are red, such as fire trucks, stoplights, and roses. Use the K-3 Vocabulary Picture Card for *red* and any cards that show red items. Look for ways to add to the students' English vocabularies. Add *red* to the Word Wall.

Explore the Color: Red

- Tell the students to look around the classroom for objects that are red. Ask volunteers to go to the object they found, point to it, and name it. Correct pronunciation as needed.
- Have the students cut pictures of red things from old magazines and glue them to red construction paper. Display them on a bulletin board labeled *RED*.
- Let students use red finger paint to draw something they like to eat, such as pizza or a plate of spaghetti or a fruit. When the paintings are dry, students can add crayon decorations using other colors.
- Encourage students to investigate the books in your classroom to find those with red covers.

Complete Page 3


Say: Red. This color is red.

Identify the color red on the page. Discuss the picture on the page with the students. Be sure each student can name the objects shown in the

Red

This color is red.

Color the apple and the strawberries red. Draw a red flower on the plant.



3

picture. Hold up a red crayon. Ask the students to find their red crayons and hold them up.

Say: Color the apple and the strawberries red. Draw a red flower on the plant.

Let students complete the page independently.

Enrich the Lesson

Use a puzzle with large pieces of a red object, such as a fire truck or a pizza. Or make a puzzle by cutting a laminated picture of a red object into puzzle pieces. Hide these puzzle pieces around the room so that at least a part of the piece is visible. Tell students how many pieces there are, and let them collect all the pieces. Then have them assemble the puzzle and identify the object and its color.



Our ABCs: Student Book

Our ABCs is a manuscript handwriting book that teaches students to print the letters of the alphabet and to recognize the sequence of the letters.

contents

Lines and Circles

Capital and lowercase A, a
Capital and lowercase B, b
Capital and lowercase C, c
Capital and lowercase D, d
Capital and lowercase E, e
Capital and lowercase F, f

Review A-F, a-f

Capital and lowercase G, g
Capital and lowercase H, h
Capital and lowercase I, i
Capital and lowercase J, j
Capital and lowercase K, k
Capital and lowercase L, l
Capital and lowercase M, m
Review G-M, g-m

Capital and lowercase N, n
Capital and lowercase O, o
Capital and lowercase P, p
Capital and lowercase Q, q
Capital and lowercase R, r
Capital and lowercase S, s
Capital and lowercase T, t

Review N-T, n-t

Capital and lowercase U, u
Capital and lowercase V, v
Capital and lowercase W, w
Capital and lowercase X, x
Capital and lowercase Y, y
Capital and lowercase Z, z

Review U-Z, u-z

Handwriting Models

A  Ant

Trace each capital A. Then write capital A to fill the lines.

A A A A A

A A A A A

 Airplane

Nn Oo Pp Qq Rr Ss Tt

Write the partner for each letter.

t

o

Q

R

s

P

n

48

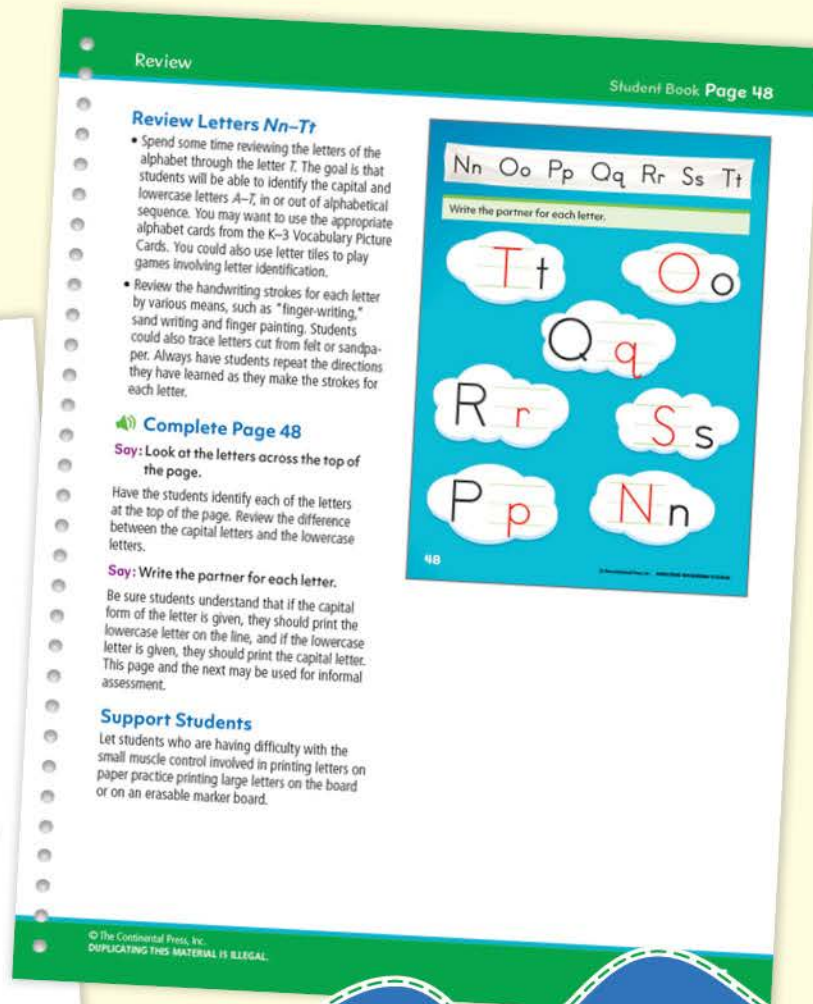
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Our ABCs: Teacher's Edition

Support for each lesson:

- Page-by-page directions and teaching strategies
- Opportunities to use audio, vocabulary picture cards, and readers
- Enrichment activities to differentiate instruction
- Annotated answers

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Reproducible Take-Home Book	





Rhyming Words: Student Book

Rhyming Words focuses on words with rhyming elements and provides experiences in recognizing and counting syllables in words.

contents

Short a Rhymes
Short e Rhymes
Short i Rhymes
Short o Rhymes
Short u Rhymes
Rhyming Word Pairs: Short Vowels
Counting Syllables

Long a Rhymes
Long e Rhymes
Long o Rhymes
Long i Rhymes
Rhyming Word Pairs: Long Vowels
Counting Syllables

Rhyming Pairs: Variant Vowels
Vowel + r Rhymes
Rhyming Words in Print
Reviewing Rhymes
Counting Syllables
Reviewing Rhymes

Writing Rhyming Words
Cut-and-Paste Page

van

Circle the pictures whose names rhyme with van.



Say the three picture names in each box.
Circle the two pictures whose names rhyme.



5



Rhyming Words: Teacher's Edition

Support for each lesson:

- Page-by-page directions and teaching strategies
- Opportunities to use audio, vocabulary picture cards, and readers
- Enrichment activities to differentiate instruction
- Annotated answers

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Reproducible Take-Home Book	

Long Vowel Rhymes

Student Book Page 30

Practice Rhyming Words

Use these verses to review long vowel rhyming words. Read them aloud, pausing at the end of every other line to let students supply that rhyming word.

Way down South where bananas grow,
A fly stepped on an elephant's _____. (toe)
The elephant cried with tears in his eyes,
"Go pick on someone your own _____. (size)

Way down South where flowers smell sweet,
A spider stepped on an elephant's _____. (feet)
The elephant started to moan and groan,
"I think you've broken every _____. (bone)

Way down South by the coral sea,
An elephant was stung by a _____. (bee)
The elephant started to cry and wail,
"Someone has stabbed me with a _____. (nail)

Explore Rhyming Words

- Place these K-3 Vocabulary Picture Cards in a bag or a hat: vine, gate, goat, kite, queen, toe, cheese, whale, and wheel. Have students take turns choosing a card, saying the picture word, and calling on a classmate to say a word that rhymes with the picture word.
- Ask students to listen as you say three words and repeat the two words that rhyme. Use these sets and others.

whale/tail/tail	gate/goat/wait
cheese/please/check	place/face/play
mile/mine/smile	green/knee/mean

Complete Page 30

Say: Look at the picture at the top of the page. This picture shows a goat in a boat. The words goat and boat rhyme.

Long Vowel Rhymes

Say: Say the three picture names in each box. Circle the two pictures whose names rhyme.

30

Say: Say the three picture names in each box. Circle the two pictures whose names rhyme.

Help students identify the three pictures in each box. Have students complete the page independently.

Support Students

Work individually with students who need extra support. Have students say these words after you; elongate the long vowel sounds: face, feet, eyes, and toes. Then present rhyming words, and have students choose the key word that rhymes. Use these words and others: space, chase, sweet, neat, ties, pies, rose, clothes.



Sounds and Letters: Student Book

With *Sounds and Letters*, students begin to recognize the sounds associated with consonants and are introduced to important phonemic awareness skills, such as blending, addition, deletion, and substitution.

contents

Initial Consonant m /m/
Initial Consonant s /s/
Initial Consonant t /t/
Review m, s, t
Phoneme Awareness.....

Initial Consonant b /b/
Initial Consonant n /n/
Initial Consonant f /f/
Review b, n, f
Phoneme Awareness.....

Initial Consonant d /d/
Initial Consonant c /k/
Initial Consonant g /g/
Review d, c, g
Phoneme Awareness.....

Initial Consonant p /p/
Initial Consonant k /k/
Initial Consonant r /r/
Review p, k, r
Phoneme Awareness.....

Initial Consonant h /h/
Initial Consonant l /l/
Initial Consonant v /v/
Review h, l, v
Phoneme Awareness.....

Initial Consonant j /j/
Initial Consonant w /w/
Initial Consonant y /y/
Review j, w, y
Phoneme Awareness.....

Table of Contents

sun



Say the name of each picture.
Circle each picture whose name begins like sun.



Trace the letter s.

sun



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5

Say the names of the pictures. If a word begins like the key word, write the letter under the picture.



Write letters to finish the words.



ed



an



it

36

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Sounds and Letters: Teacher's Edition

Support for each lesson:

- Page-by-page directions and teaching strategies
- Opportunities to use audio for listening practice and vocabulary picture cards
- Enrichment activities to differentiate instruction
- Annotated answers

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Letter Sound s /s/

Student Book Page 5

Introduce Letter Sound s /s/

To introduce the sound /s/ and the capital and lowercase letters, use the K-3 Vocabulary Picture Card for the letter s and other pictures of objects that begin with /s/, such as the K-3 Vocabulary Picture Cards for star, sled, soap, sock, spoon, swim, and spider.

- Show the S s K-3 Vocabulary Picture Card [sun], and ask students what the name of the picture is. Have several students say the word *sun*, and say it yourself emphasizing the initial sound /s/. Show other s-word pictures, and follow the same procedure.
- Ask any students whose first names begin with /s/ to say their names for the class.
- Show the letters S and s on the back of the appropriate K-3 Vocabulary Picture Card. Explain that these two letters both stand for the first sound in *sun*. Have students find S and s in their sets of alphabet cards.

Explore Letter Sound s /s/

- Ask students to listen as you say *sun* and another word. If both words begin with the same sound, students should repeat the words. If the words do not begin with the same sound, students should remain silent. Use these word pairs and others.

sun/sad	sun/bus	sun/soap
sun/sing	sun/sit	sun/safe
sun/run	sun/sick	sun/nine

- Say sets of three words—two that begin with /s/ and one that doesn't. Ask students to listen and repeat the two words that begin with /s/.

sun/sand/hot	sea/water/saw
sink/swim/float	chair/sit/stand
stop/seven/new	cool/suds/soap

Complete Page 5

Say: Sun. The word *sun* starts with the /s/ sound. The letter *s* makes the /s/ sound in *sun*.

sun

Say the name of each picture. Circle each picture whose name begins like *sun*.

Trace the letter s.

sun

Have students finger-trace the letter *s* in the word *sun*.

Say: Say the name of each picture. Circle each picture whose name begins like *sun*.

Help students identify the pictures on the page. Direct students to the bottom of the page.

Say: Trace the letter *s*.

Have students complete the page independently.

Enrich the Lesson

Have students create an S s page for their personal Picture/Word Books. Have them write the letters S and s on the top of a sheet of paper. Using old magazines, have them find pictures for words that begin with /s/ to paste on their S s names. You may need to guide students who find words that begin with a soft c, such as *circle*.



More Sounds and Letters: Student Book

In *More Sounds and Letters*, practice focuses on sounds represented by consonants, consonant blends, and consonant digraphs and helps students gain recognition skills for the sounds associated with consonants.

contents

Initial Consonant Sound qu /kw/

Initial Consonant z /z/

Review qu, z

Review Initial Consonant Sounds

Phoneme Awareness

Final Consonant Sounds b /b/, t /t/, g /g/

Final Consonant Sounds d /d/, n /n/, p /p/

Review b, t, g, d, n, p

Final Consonant Sounds f /f/, s /s/, m /m/

Final Consonant Sounds l /l/, r /r/, x /x/

Review f, s, m, l, r, x

Initial Consonant Blends bl /bl/, pl /pl/, sl /sl/

Initial Consonant Blends br /br/, dr /dr/, tr /tr/

Initial Consonant Blends sp /sp/, st /st/, sw /sw/

Review bl, pl, sl, br, dr, tr, sp, st, sw

Initial Consonant Digraph th /th/

Initial Consonant Digraph sh /sh/

Initial Consonant Digraph wh /wh/

Initial Consonant Digraph ch /ch/

Review th, sh, wh, ch

Blending Phonemes

Segmenting Words

Adding Initial and Final Phonemes

Deleting Initial and Final Phonemes

Substituting Initial and Final Phonemes

Take-Home Story

thumb



Say the name of each picture.

Circle each picture whose name begins like thumb.

30



13

Trace the letters th.

thumb



30

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Say the picture name. Take away the sound to make a new word. Write the new word.



- /v/



- /n/



- /t/



- /d/



- /k/



- /b/

50

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More Sounds and Letters: Teacher's Edition

Support for each lesson:

- Page-by-page directions and teaching strategies
- Opportunities to use audio, vocabulary picture cards, and readers
- Enrichment activities to differentiate instruction
- Annotated answers

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Blending Phonemes
Student Book Page 41

Practice Blending Phonemes

Use this rhyme, sung to the tune of "Frère Jacques," to give students practice in blending phonemes.

What's this word?
What's this word?
/t/ /l/ /p/

Do it to your jeans,
It happens when you tear them.
/t/ /l/ /p/

What's the word?
After you have sung the song, have students repeat the sounds and then blend them to say the word. Repeat the process with these words.

... /n/ /a/ /n/

Fill it up with people.
Drive it to the movies.
/n/ /a/ /n/...

... /f/ /o/ /g/

Find it in the forest.
Put it on the campfire.
/f/ /o/ /g/...

Explore Blending Phonemes

- Display the following K-3 Vocabulary Picture Cards on the board: cat, red, sun, hen, bug, pig, jet, dog, nut, and fan. Underneath each one, write the word with space between the letters. Ask students what the first card shows. Then point to the segmented word underneath the picture. Say each letter sound in order, and then blend the sounds together. Have students repeat the process with you for each picture.

Complete Page 41

Say: Say the picture name. Draw lines to connect the sounds for the picture name. Write the word on the line.

Show students that under each picture are sets of letters. There are two choices for each sound in

the word. Students should say the word to themselves and then draw lines connecting the letters that represent the sounds in the word.

Say: Look at the first picture. It shows milk. Listen to the sounds in the word milk: /m/ /l/ /k/...milk. Decide which letter makes each sound.

Guide students in recognizing which letter makes each sound in milk. Then have students write the word below the picture. Allow students to complete the rest of the page independently.

Enrich the Lesson

Write a few unfamiliar words on the board, one letter at a time. Say the sound of each letter as you write it. Then model blending the first word, and have students M... Some words you might use include vat, rib, g... kin

Readers

Help your students develop a love for reading! Engaging books are written at early emergent and emergent levels and reinforce newly-acquired reading skills and topics from the workbooks. Use the books as suggested in the teacher's edition or incorporate them into your lessons in a way that works for you.



This is the skunk
that stepped on the slug
that spotted the bug

4



that got stuck in the web
that Stella spun.

5



Look in.

2



In this brown tree...

3

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 features to help you personalize instruction and make the most of practice time.



Student Tools and Notifications

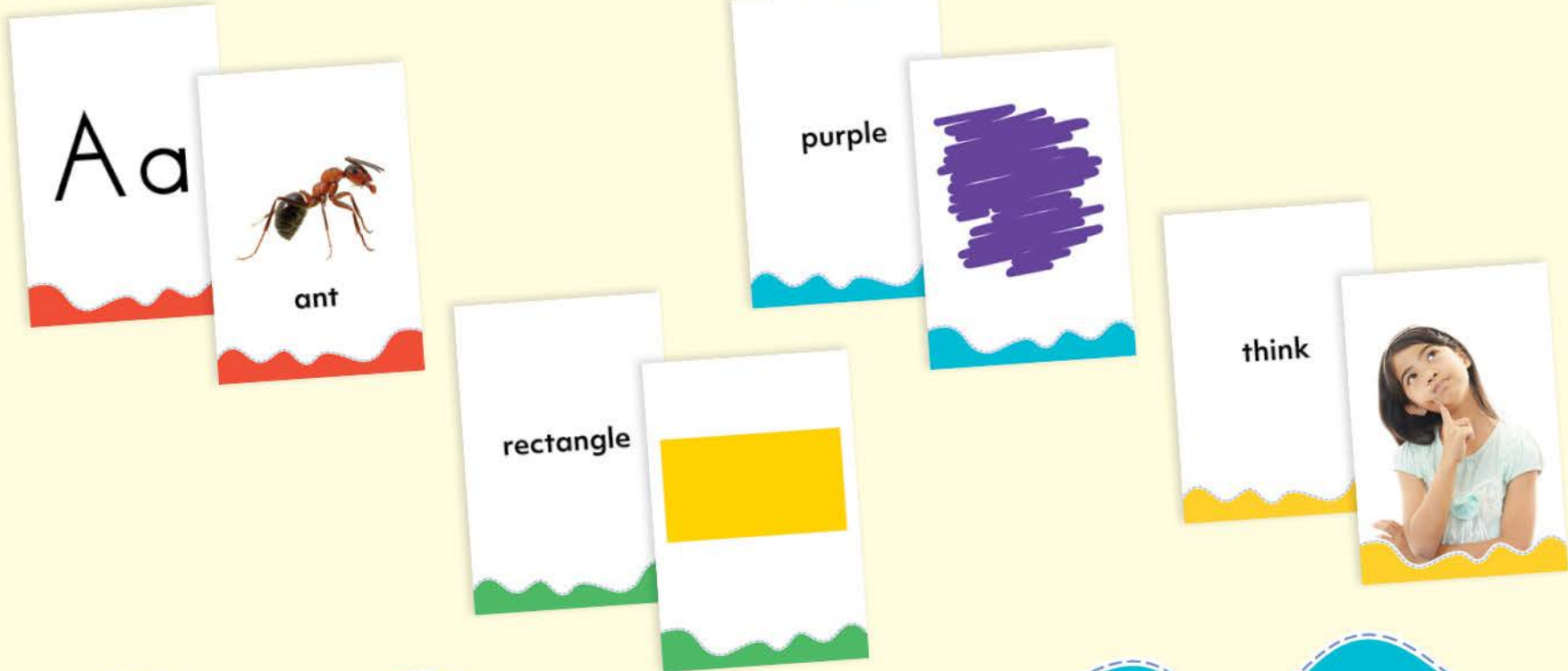
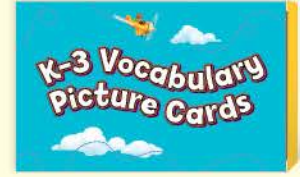
With the easy-to-use tools and notifications, students can:

- Add bookmarks, notes, and highlights as they're working through their lessons.
- See teacher notifications for homework and assessment assignments, blog posts, and feedback for their assignments.
- View their eBook library.



K-3 Vocabulary Picture Cards

Flash cards give students visual support for lesson topics and are a helpful resource for differentiated instruction, as suggested throughout the teacher's editions. Topics include letters, colors, shapes, and additional topics that correspond to content in the workbooks and readers.



Ordering

Complete Kit

25 student books (5 copies of 5 books)

5 teacher's editions with audio (1 for each book)

24 readers (1 each of 24 titles)

1 set of K-3 Vocabulary Picture Cards

Convenient case, style may vary

\$556.20

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

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

Student Book 5-Pack Add-On

5 copies of the same student book

\$52.50 per pack

Student Book 20-Pack Add-On

20 copies of the same student book

\$146.40 per pack



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Also available on our website:

eBooks for student books and readers, individual readers and set, K-3 Vocabulary Picture Cards, and more.

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Grades K-3