

Rainbow

Pre-Primary A B C

Contents



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	Page	Goals	Vocabulary	Learning Strategies	Assessment
Unit 1 Who am I?	6	To become familiar with Bowny. To become familiar with 'My name is....', 'What is your name?' To become familiar with colours (<i>red, yellow, blue</i>) and numbers (1-5)	Bowny (character's name), boy, girl Numbers: one to five Colours: (red yellow, blue, green, black, white)	Build on previous knowledge; listen and respond to commands; listen, repeat and respond in various ways (motor, oral) to different vocabulary and grammar forms; use of games, songs, flashcards and other visual cues; use of early reading and writing strategies; use of visual and auditory processing strategies; use of a hands-on approach; development of cognitive abilities (sequencing, ordering, matching, classifying), fine motor skills (hand-eye co-ordination, left to right orientation)	Project: My passport Assessment: Let's remember
	7	To become familiar with the vocabulary <i>boy/girl</i> and its use.			
	8	To become familiar with colours (<i>red, yellow, blue, green, black, white</i>).			
	9	To learn the numbers 1 to 5. To relate numerals to quantities.			
	10	To consolidate knowledge of colours (<i>red, yellow, blue, green, black, white</i>) and numbers (1-5). To order the numbers.			
	11/12	To use 'My name is ...' 'I am a boy/girl' and 'I am ...' (age). To recognize the numerals 1 to 5. To recognize the words <i>boy/girl</i> in written form. To produce their names in writing.			
	13	To review understanding of the content of the unit.			
Unit 2 Me and my family	14	To become familiar with the family and the relationships within it. To discuss in Spanish the make-up of their own families. To familiarize with the family vocabulary (<i>mum, dad, grandma, grandpa, brother, sister</i>).	Family members: mum, dad, brother, sister, grandma, grandpa boy, girl	Build on previous knowledge; listen and respond to commands; listen, repeat and respond in various ways (motor, oral) to different vocabulary and grammar forms; use of games, songs, flashcards and other visual cues; use of early reading and writing strategies; use of visual and auditory processing strategies; use of a hands-on approach; development of cognitive abilities (sequencing, ordering, matching, classifying), fine motor skills (hand-eye co-ordination, left to right orientation)	Project: People Assessment: Lottery
	15	To recognize the words: 'brother' and 'sister'. To further develop listening and auditory discrimination skills. To work on formulating questions and answers.			
	16	To learn to recognize <i>mum, boy, girl, dad, grandma, grandpa</i> and to use these words appropriately. To further develop listening and auditory discrimination skills.			
	17	To become familiar with the written form of the vocabulary introduced. To follow left to right and up to down orientation when tracing over words.			
	18	To have the opportunity to begin linking the written form to the spoken of words.			
	19/20	To develop manipulative skills. To have the opportunity to be creative.			
	21	To consolidate knowledge of the written form of the vocabulary studied in the Unit. To have the opportunity to read the vocabulary that is written.			

	Page	Goals	Vocabulary	Learning Strategies	Assessment
Unit 3 Starting school	22	To become familiar with some basic classroom commands. To recognize and name some classroom articles. To recognize and name shapes: (circle, square and triangle).	Classroom items: table, chair, book, board, chalk, marker, eraser, scissors, glue, computer Colours: red, yellow, blue, green, black, white Shapes: circle, square, triangle Actions: draw, cut, paste, colour	Build on previous knowledge; listen and respond to commands; listen, repeat and respond in various ways (motor, oral) to different vocabulary and grammar forms; use of games, songs, flashcards and other visual cues; use of early reading and writing strategies; use of visual and auditory processing strategies; use of a hands-on approach; development of cognitive abilities (sequencing, ordering, matching, classifying), fine motor skills (hand-eye co-ordination, left to right orientation); development of visual and auditory discrimination, association and memory	Project: The pencil hedgehog Assessment: Lottery
	23	To associate an oral command to its motor response (TPR). To associate actions with the instrument needed to do them. To associate classroom articles and their pictorial representation to their names.			
	24	To discriminate and name 2 - dimensional shapes (circle, square and triangle). To further develop visual discrimination skills.			
	25	To associate an activity with the instrument needed to do it (cut-scissors; paste-glue; draw-pencil; color-markers).			
	26	To match pictures and their written word with the word in isolation.			
	27/28	To model clay and make an object.			
	29	To name and remember where the pairs of articles are. To review the vocabulary introduced in this unit.			
Unit 4 Things I like to eat	30	To get familiar with the vocabulary needed for the unit. To begin hearing and working with the grammar forms for the unit. To review counting 1 to 5.	Food: Apple, orange, banana, strawberry, lemon, pizza, hot dog, hamburger, sandwich, French fries, soda	Build on previous knowledge; listen and respond to commands; listen, repeat and respond in various ways (motor, oral) to different vocabulary and grammar forms; use of games, songs, flashcards and other visual cues; use of early reading and writing strategies; use of visual and auditory processing strategies; use of a hands-on approach; development of cognitive abilities (sequencing, ordering, matching, classifying), fine motor skills (hand-eye co-ordination, left to right orientation); development of visual discrimination, association and memory	Project: My food jigsaw puzzle Assessment: Food on the plate
	31	To get familiar with 'Do you like ...?' and the answers 'Yes, I do / No, I don't'.			
	32	To find the appropriate ending to the sequence. To practice picture reading and left to right orientation.			
	33	To associate the written words to their shadows.			
	34	To listen and respond according to what has been heard ('I like .../ I don't like ...')			
	35/36	To make jigsaw puzzles. To exercise manipulative skills by drawing, coloring, cutting and pasting.			
37	To consolidate knowledge of the vocabulary worked on in the unit.				

	Page	Goals	Vocabulary	Learning Strategies	Assessment
Unit 5 My toys	38	To become familiar with toys (<i>doll, Teddy bear, car, train, plane, ball, puppet</i>). To talk about favorite toys and games. To recognize colours (<i>pink, purple, orange</i>).	Toys: doll, Teddy bear, car, train, plane, ball, puppet Colors: pink, purple, orange	Build on previous knowledge; listen and respond to commands; listen, repeat and respond in various ways (motor, oral) to different vocabulary and grammar forms; use of games, songs, flashcards and other visual cues; use of early reading and writing strategies; use of visual and auditory processing strategies; use of a hands-on approach; development of cognitive abilities (sequencing, ordering, matching, classifying), fine motor skills (hand-eye co-ordination, left to right orientation); development of visual and auditory discrimination, association and memory	Project: A sock puppet Assessment: Sh, listen carefully !
	39	To match the colour with the name of a toy.			
	40	To use prepositions (<i>on, in, under</i>).			
	41	To complete color patterns.			
	42	To point to their favorite toy. To have a first contact with the written names of toys.			
	43/44	To practice manipulative skills by making a puppet.			
	45	To develop listening skills using knowledge about colours, numbers, prepositions and names of toys.			
Unit 6 Fun in the park	46	To get familiar with the vocabulary needed for the unit. To begin hearing and working with the grammar forms for the unit.	Unit Park: swing, slide, roundabout Actions: run, jump, play Numbers to 10 (6 to 10 are new) Qualities: Same, different	Build on previous knowledge; listen and respond to commands; listen, repeat and respond in various ways (motor, oral) to different vocabulary and grammar forms; use of games, songs, flashcards and other visual cues; use of early reading and writing strategies; use of visual and auditory processing strategies; use of a hands-on approach; development of cognitive abilities (sequencing, ordering, matching, classifying), fine motor skills (hand-eye co-ordination, left to right orientation); development of visual and auditory discrimination, association and memory	Project: My own park Assessment: Boys and girls in the park
	47	To use the vocabulary (<i>swing, slide and roundabout</i>). To be familiar with the verbs <i>run, jump, play, swing and slide</i> . To begin using 'I can ...'			
	48	To practice understanding and use of the grammar form 'I can' followed by a verb.			
	49	To recognize numerals. To discriminate numbers 1 to 10.			
	50	To begin to see, recognize and trace over the verbs associated with the actions introduced in the unit.			
	51/52	To formulate own ideas about what an ideal park looks like. To develop spatial awareness.			
	53	To consolidate knowledge of the verbs worked on in the unit. To further develop listening skills with regard to all the grammar forms and vocabulary introduced in the unit.			

	Page	Goals	Vocabulary	Learning Strategies	Assessment
Unit 7 The pet shop	54	To become familiar with the vocabulary introduced in the unit. To discuss about pets in Spanish.	Animals: dog, cat, bird, rabbit, fish, tortoise, hamster, guinea pig Colors: gray, brown, white, black	Build on previous knowledge; listen and respond to commands; listen, repeat and respond in various ways (motor, oral) to different vocabulary and grammar forms; use of games, songs, flashcards and other visual cues; use of early reading and writing strategies; use of visual and auditory processing strategies; use of a hands-on approach; development of cognitive abilities (sequencing, ordering, matching, classifying), fine motor skills (hand-eye co-ordination, left to right orientation); development of visual and auditory discrimination, association and memory	Project: A beautiful mobile Assessment: Animals
	55	To continue working with the grammar form 'What is this?' 'This is a ...'			
	56	To introduce the grammar form 'What is your favorite animal?' To consolidate the use of the grammar form 'I like ... and to introduce 'I don't like ...			
	57	To consolidate knowledge of the written form of the vocabulary studied in the unit To read the vocabulary that is written.			
	58	To pronounce the names of the colors of animals (white, black, brown, gray) and to recognize them in written form. To match color and name.			
	59/60	To continue developing fine motor skills. To further develop creativity.			
	61	To consolidate knowledge of numbers up to 8. To consolidate understanding of colour words. To follow simple instructions in English.			
Unit 8 Indoor clothes	62	To become familiar with vocabulary related to clothes. To review colours to be able to describe what colours clothes are.	Clothes: dress, T-shirt, jeans, sweater, underwear, socks, shoes, pajamas, slippers	Build on previous knowledge; listen and respond to commands; listen, repeat and respond in various ways (motor, oral) to different vocabulary and grammar forms; use of games, songs, flashcards and other visual cues; use of early reading and writing strategies; use of visual and auditory processing strategies; use of a hands-on approach; development of cognitive abilities (sequencing, ordering, matching, classifying), fine motor skills (hand-eye co-ordination, left to right orientation); development of visual and auditory discrimination, association and memory	Project: Dress the doll Assessment: Bingo
	63	To practice vocabulary related to clothes. To get familiar with the grammar structure 'I have ...'			
	64	To practice the grammar form 'I have' 'I'm wearing', introduced in the unit.			
	65	To link the written word to its corresponding picture. To match the whole to its part.			
	66	To become aware of the shape different written words have.			
	67/68	To further develop manipulative skills. To follow the correct sequence to dress up a doll.			
	69	To consolidate the vocabulary introduced in the unit and review the one related to colours, family and boy and girl. To further develop listening skills an visual memory.			

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Unit 4	30	I like to eat ...
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	32	Let's think!
	33	Word shadows
	34	I like ...
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	37	Food on the plate

Unit	PAGE	
Unit 5	38	My toys
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	40	Where is it?
	41	What's next?
	42	My favourite toy
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	45	Sh, listen carefully!

Unit	PAGE	
Unit 6	46	Fun in the park
	47	Bowny says ...
	48	Let's play!
	49	How many...?
	50	It is fun, too!
	51 - 52	My own park
	53	Boys and girls in the park

Unit	PAGE	
Unit 7	54	The pet shop
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	56	My favourite animals
	57	Animal lotto
	58	What colour is it?
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	61	Animals

Unit	PAGE	
Unit 8	62	Indoor clothes
	63	Nice clothes
	64	I'm wearing...
	65	Let's write!
	66	Let's read!
	67 - 68	Dress the doll
	69	Binao

	Page	Goals
Unit 1 Look at me	14	To introduce the vocabulary for the unit To introduce the adjectives <i>tall</i> and <i>short</i> To begin working with the concept of <i>tall</i> and <i>short</i> and making comparisons
	15	Further practice with the vocabulary in the unit To follow instructions
	16	To consolidate knowledge of the vocabulary and of the concept of <i>tall</i> and <i>short</i>
	17	To learn the sounds of the letters <i>c</i> as in <i>cat</i> and <i>a</i> as in <i>apple</i> Learn to recognize and write the shapes of those letters
	18	To learn the sounds of the letters <i>d</i> as in <i>dog</i> and <i>h</i> as in <i>hand</i> and recognize them in different contexts Learn to recognize and write the shapes of those letters
	19/20	To describe the persons they have made To have the opportunity to play games in pairs or small groups
	21	To consolidate their knowledge of the body and face vocabulary To consolidate their knowledge of <i>tall</i> and <i>short</i> (vocabulary and concepts)

Vocabulary
eyes, nose, mouth, ears, hair, head, neck, shoulders, arm, elbow, hand, finger, thumb, leg, knee, feet, toes, tall, short

Learning Strategies
Build on previous knowledge; listen and respond to commands; listen to and answer questions; listen, repeat and respond in various ways (motor, oral, written) to new and previously known vocabulary and grammar forms; phonetic association skills; visual and auditory discrimination strategies; development of cognitive abilities (ordering); use of songs, rhymes and chants; reading and writing strategies; participative approach by using hands-on activities.

Assessment
Project Split bodies
Assessment What's missing?

	Page	Goals
Unit 2 This is my family	22	Revise the vocabulary of the family (taught in Book A) and to become familiar with the new material To begin to work on the concepts of <i>young</i> and <i>old</i> To begin making sentences, orally, about family members
	23	To have the opportunity to work on the grammar form ' <i>Who is s/he?</i> ' <i>S/he is my</i> To continue working with family vocabulary
	24	To learn the vocabulary related to some simple routines To begin to narrate, in English, their morning routines
	25	To learn the sounds of the letters <i>m</i> as in <i>mouth</i> and <i>t</i> as in <i>triangle</i> Learn to recognize and write the shapes of those letters
	26	To consolidate their knowledge of the letter sounds <i>c, a, d, h, m</i> and <i>t</i> To develop their skills in writing the above letter shapes
	27/28	To have the opportunity to put into practice much of what they have learned about morning routines To work on sequencing
	29	To consolidate their knowledge of family vocabulary To consolidate their knowledge of morning routines in English

aunt, uncle, cousin, old, young I wake up. I have a shower. I get dressed. I have breakfast. I brush my teeth. I go to school.
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Build on previous knowledge; listen and respond to commands; listen to and answer questions; listen, repeat and respond in various ways (motor, oral, written) to new and previously known vocabulary and grammar forms; phonetic association skills; visual and auditory discrimination strategies; development of cognitive abilities (ordering, sequencing and matching); use of songs, rhymes and chants; reading and writing strategies; participative approach by using hands-on activities.
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Project My daily routine book
Assessment Everyone is busy!

	Page	Goals	Vocabulary	Learning Strategies	Assessment
Unit 3 A day at school	30	To begin learning the new vocabulary for this unit To count up to 15 To work with the concepts of <i>slow</i> and <i>fast</i> To work with the verbs <i>colour, read, write, listen, dance, sing, sit down, stand up</i>	numbers up to 15 slow, fast color, read, write, listen, dance, sing, sit down, stand up	Build on previous knowledge; listen and respond to commands; listen to and answer questions; listen, repeat and respond in various ways (motor, oral, written) to new and previously known vocabulary and grammar forms; phonetic association skills; visual and auditory discrimination strategies; development of cognitive abilities (cause – effect relationship, sequencing, ordering and matching); use of songs, rhymes and chants; reading and writing strategies; participative approach by using hands-on activities.	Project I love to read Assessment Time to play and learn
	31	To learn to equate <i>the cause</i> with <i>the effect</i> of various actions To describe simple classroom actions in English			
	32	To practice the numbers between 1 and 15 To continue working on the concepts of <i>slow</i> and <i>fast</i>			
	33	To learn the sounds of the letters <i>s</i> as in <i>soda</i> and <i>i</i> as in <i>igloo</i> Learn to recognize and write the shapes of those letters			
	34	To learn the sounds of the letters <i>n</i> as in <i>nine</i> and <i>y</i> as in <i>yoyo</i> and recognize them in different contexts Learn to recognize and write the shapes of those letters			
	35/36	To make a bookmark To have the opportunity to use their creativity			
	37	To consolidate their knowledge of everything covered in this unit in a fun way			
Unit 4 Eating at home	38	To become familiar with the vocabulary relevant to this unit To revise the grammar form, 'I like ...' To begin to use the grammar forms, "I don't like ..." 'I like ... for ...', and 'I don't like ... for ...'	breakfast, lunch, dinner, cereal, juice, milk, bread, jam, eggs, cheese, yoghurt, meat, salad, rice, fish, potatoes, soup, water, full, empty	Build on previous knowledge; listen and respond to commands; listen to and answer questions; listen, repeat and respond in various ways (motor, oral, written) to new and previously known vocabulary and grammar forms; phonetic association skills; visual and auditory discrimination strategies; use of songs, rhymes and chants; reading and writing strategies; participative approach by using hands-on activities.	Project Let's make cookies! Assessment Time to eat
	39	To make up their own meals using the cut-out pages To describe the meals they enjoy eating most To begin to form and use negative sentences			
	40	To learn the concepts and vocabulary for <i>full</i> and <i>empty</i> To begin to compare between <i>full</i> and <i>empty</i>			
	41	To learn the sounds of the letters <i>g</i> as in <i>girl</i> and <i>o</i> as in <i>orange</i> Learn to recognize and write the shapes of those letters			
	42	To consolidate knowledge of the sounds <i>s, i, n, y, g</i> and <i>o</i> To develop their skills in writing the letter shapes both in upper and lower case To have the opportunity to further revise all the letter sounds studied so far			
	43/44	To develop skills in following instructions To have the opportunity to work hands-on in the production of cookies To have the experience of measuring ingredients			
	45	To consolidate knowledge of the vocabulary taught in this unit To follow instructions			

	Page	Goals	Vocabulary	Learning Strategies	Assessment
Unit 5 My house	46	To learn the vocabulary for the unit To revise vocabulary from Book A To have experience of the grammar form, 'Where is ...? S/he is in the...'	living room, kitchen, dining room, garden, bathroom, bedroom	Build on previous knowledge; listen and respond to commands; listen to and answer questions; listen, repeat and respond in various ways (motor, oral, written) to new and previously known vocabulary and grammar forms; phonetic association skills; visual and auditory discrimination strategies; development of cognitive abilities (spatial relationships); use of songs, rhymes and chants; reading and writing strategies; participative approach by using hands-on activities.	Project Let's build a house! Assessment Everybody in place
	47	To relate specific elements to places in the house To begin to match the written word to the spoken word and the picture			
	48	To develop fine motor skills by tracing over words To develop visual discrimination by looking carefully and matching pairs of words To develop reading by having to read back the words traced over			
	49	To learn the sounds of the letters <i>f</i> as in <i>fish</i> and <i>p</i> as in <i>pizza</i> Learn to recognize and write the shapes of those letters			
	50	To learn the sounds of the letters <i>k</i> as in <i>kite</i> and <i>e</i> as in <i>egg</i> Learn to recognize and write the shapes of those letters			
	51/52	To use imagination to build a house			
	53	To consolidate knowledge of the vocabulary used in the unit To describe where people are by using the grammar introduced in the unit			
Unit 6 Playing outside	54	To learn the verbs to be introduced in the unit To begin to describe actions	football, basketball, ride a bicycle, jog, swim Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	Build on previous knowledge; listen and respond to commands; listen to and answer questions; listen, repeat and respond in various ways (motor, oral, written) to new and previously known vocabulary and grammar forms; phonetic association skills; visual and auditory discrimination strategies; development of cognitive abilities (sequencing, matching and ordering); use of songs, rhymes and chants; reading and writing strategies; participative approach by using hands-on activities.	Project Have fun – visor Assessment Everybody has fun
	55	To begin to learn the sequence and the vocabulary of the days of the week To begin to order events according to days of the week			
	56	To read using a model To change the content of the sentences read to make choices about activities			
	57	To learn the sounds of the letters <i>l</i> as in <i>leaf</i> and <i>v</i> as in <i>van</i> Learn to recognize and write the shapes of those letters			
	58	To consolidate knowledge of the letter sounds, <i>f, p, k, e, i, v, h, n, d, m, g, o, s, t, l, a, c,</i> and <i>y</i> To develop their skills in writing the above letter shapes			
	59/60	To develop fine motor skills and make a sun visor			
	61	To consolidate knowledge of the vocabulary and grammar taught throughout the unit			

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Unit 7 Animals on the farm	62	To begin to learn the names of the animals to be introduced in the unit To work with numbers up to 20	numbers 15 to 20 cow, horse, hen, pig, duck, sheep, goat, donkey, this is, that is	Build on previous knowledge; listen and respond to commands; listen to and answer questions; listen, repeat and respond in various ways (motor, oral, written) to new and previously known vocabulary and grammar forms; phonetic association skills; visual and auditory discrimination strategies; development of cognitive abilities (sequencing and matching); use of songs, rhymes and chants; reading and writing strategies; participative approach by using hands-on activities.	Project Animal puppets Assessment Time to read and write
	63	To revise the names of the animals and to work the concept of near and far using the vocabulary, <i>this is</i> and <i>that is</i> To have the practical experience of working with the concepts near and far			
	64	To have the opportunity to write the numbers 16 to 20 To have the opportunity to listen to a number and match it to its written form To revise the sequence of the numbers from 1 to 20 To work on 1 to 1 correspondence			
	65	To learn the sounds of the letters <i>w</i> as in <i>wagon</i> and <i>j</i> as in <i>jeans</i> Learn to recognise and write the shapes of those letters			
	66	To learn the sounds of the letters <i>b</i> as in <i>book</i> and <i>u</i> as in <i>umbrella</i> Learn to recognize and write the shapes of those letters			
	67/68	To develop fine motor skills To follow instructions			
	69	To match the written names of the animals with the drawings To read some sentences To practice using the grammar, <i>'What is this?'</i> <i>'This is a ...'</i>			

Unit 8 Dressing to go out	70	To be introduced to the vocabulary in the unit To be introduced to the grammar to be used in the unit Revise <i>'What is this?'</i> and <i>'What is that?'</i>	gum boots, coat, scarf, swimsuit, gloves, raincoat, umbrella, T-shirt, shorts, dress hot, cold, wet	Build on previous knowledge; listen and respond to commands; listen to and answer questions; listen, repeat and respond in various ways (motor, oral, written) to new and previously known vocabulary and grammar forms; phonetic association skills; visual and auditory discrimination strategies; development of cognitive abilities (matching); use of songs, rhymes and chants; reading and writing strategies; participative approach by using hands-on activities;	Project The window Assessment Time to make puzzles
	71	To make grammatically correct sentences about what to wear in different weather conditions			
	72	To develop visual discrimination skills To read words associated with the unit			
	73	To learn the sounds of the letters <i>q</i> as in <i>queen</i> and <i>r</i> as in <i>rabbit</i> Learn to recognize and write the shapes of those letters			
	74	To learn the sounds of the letters <i>x</i> as in <i>X-rays</i> and <i>z</i> as in <i>zebra</i> Learn to recognize and write the shapes of those letters			
	75/76	To develop fine motor skills To have the opportunity to describe the scenes as they pass in front of the window To use their imagination			
	77	To match pictures to make the names of items of clothing To develop visual discrimination skills			

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34	Let's work with n and y
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54	Playing outside
55	My weekly calendar
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57	Let's work with l and v
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14	Look at me!
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17	Let's work with c and a
18	Let's work with d and h
19 - 20	Split bodies
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38	Eating at home
39	I like...
40	Full and empty
41	Let's work with g and o
42	Review time
43 - 44	Let's make cookies!
45	Time to eat



62	Animals on the farm
63	This animal and that one
64	Let's count to 20
65	Let's work with w and j
66	Let's work with b and u
67 - 68	Animal puppets
69	Time to read and write



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24	The things I need...
25	Let's work with m and t
26	Review time
27 - 28	My daily routine book
29	Everyone is busy!



46	My house
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49	Let's work with f and p
50	Let's work with k and e
51 - 52	Let's build a house!
53	Everybody in place



70	Dressing to go out
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74	Let's work with x and z
75 - 76	The window
77	Time to make puzzles

	Page	Goals	Vocabulary	Learning Strategies	Assessment
Unit 1 Senses and feelings	14	<ul style="list-style-type: none"> To become familiar with the vocabulary for the unit To begin to work with the grammar 'How do you feel? I'm ...' 	<p>Senses: hearing (loud-soft), taste (sweet-sour), smell, touch (rough-smooth), seeing</p> <p>Feelings: happy, sad, angry, scared, worried, proud, shy, surprised</p>	<p>Build on previous knowledge; listen and respond to commands; listen to and answer questions; listen, repeat and respond in various ways (motor, oral, written) to new and previously known vocabulary and grammar forms; phonetic association skills; visual and auditory discrimination strategies; development of cognitive abilities; use of songs, rhymes and chants; reading and writing strategies; participative approach by using hands-on activities; use of flashcards and other visual cues</p>	<p>Project My book of feelings</p> <p>Assessment Time to read</p>
	15	<ul style="list-style-type: none"> To develop description skills To follow instructions To revise numbers from 1 to 20 To work with the grammar 'How does s/he feel? S/he is ...' 			
	16	<ul style="list-style-type: none"> To develop vocabulary To relate a sense with a concrete object To introduce the grammar, 'How does it feel/ look/ smell/ taste/ sound/?' 			
	17	<ul style="list-style-type: none"> To introduce the alphabetical order To revise letter sounds and letter names To develop fine motor skills 			
	18	<ul style="list-style-type: none"> To review letter names To make letter/shape association To develop fine motor skills 			
	19/20	<ul style="list-style-type: none"> To develop fine motor skills To develop knowledge of ordering and sequencing To follow instructions 			
	21	<ul style="list-style-type: none"> To develop the ability to read and understand 			
Unit 2 At home	22	<ul style="list-style-type: none"> To introduce the vocabulary for the unit To develop visual skills 	<p>Parts of the house: window, door, wall, roof, stairs, Rooms in the house: kitchen, living room, bedroom, bathroom, garden</p> <p>Furniture: sink, fridge, stove, sofa, armchair, lamp, table, chairs, bed, bedside table, closet, shower, toilet, washbasin</p>	<p>Build on previous knowledge; listen and respond to commands; listen to and answer questions; listen, repeat and respond in various ways (motor, oral, written) to new and previously known vocabulary and grammar forms; phonetic association skills; visual and auditory discrimination strategies; development of cognitive abilities; use of songs, rhymes and chants; reading and writing strategies; participative approach by using hands-on activities</p>	<p>Project Let's decorate rooms</p> <p>Assessment What is missing?</p>
	23	<ul style="list-style-type: none"> To recognize and read the words for the <i>living room</i>, <i>dining room</i> and <i>kitchen</i> vocabulary To develop fine motor skills 			
	24	<ul style="list-style-type: none"> To recognize and read the words for the <i>bedroom</i> and <i>bathroom</i> vocabulary To develop fine motor skills 			
	25	<ul style="list-style-type: none"> To review the sound of the letters 			
	26	<ul style="list-style-type: none"> To identify sounds within words To relate sounds to letter shapes To develop fine motor skills 			
	27/28	<ul style="list-style-type: none"> To develop fine motor skills To develop creativity To develop thinking skills 			
	29	<ul style="list-style-type: none"> To develop fine motor skills To develop thinking skills To consolidate knowledge of the vocabulary introduced in the unit both in oral and written form 			

	Page	Goals	Vocabulary	Learning Strategies	Assessment
Unit 3 People at school	30	<ul style="list-style-type: none"> To introduce the vocabulary for the unit 	Teacher: write, read, draw, paste, cut PE teacher: jump, run, hop, skip Music teacher: sing, dance, play instruments Librarian: books Numbers 20 to 100	Build on previous knowledge; listen and respond to commands; listen to and answer questions; listen, repeat and respond in various ways (motor, oral, written) to new and previously known vocabulary and grammar forms; phonetic association skills; visual and auditory discrimination strategies; development of cognitive abilities; use of songs, rhymes and chants; reading and writing strategies; participative approach by using hands-on activities	Project Count to one hundred Assessment Numbers parade
	31	<ul style="list-style-type: none"> To follow instructions To apply the grammar forms introduced in the unit 			
	32	<ul style="list-style-type: none"> To practice the numbers from 1 to 30 To review the vocabulary for the teacher and specialists 			
	33	<ul style="list-style-type: none"> To practice the reading of sentences related to a picture To work on the spelling of letter families (-ap; -at; -et; -en; -ed; -in; -ig; -it) To develop spatial awareness 			
	34	<ul style="list-style-type: none"> To practice the reading of sentences related to a picture To work on the spelling of letter families (-ot; -og; -um; -un; -ug) To develop spatial awareness 			
	35/36	<ul style="list-style-type: none"> To develop fine motor skills To learn the names of the numbers to 100 counting in 10's To develop understanding of tens to 100 To develop creativity 			
	37	<ul style="list-style-type: none"> To revise the sequence of numbers up to 100 To follow instructions To develop fine motor skills 			

Unit 4 Out to dinner	38	<ul style="list-style-type: none"> To revise the vocabulary learned in Book B To familiarize them with the new vocabulary 	soup, salad, meat, chicken, vegetables, potatoes, carrots, peas, rice, dessert, ice cream, jelly, cake, fruit	Build on previous knowledge; listen and respond to commands; listen to and answer questions; listen, repeat and respond in various ways (motor, oral, written) to new and previously known vocabulary and grammar forms; phonetic association skills; visual and auditory discrimination strategies; development of cognitive abilities; use of songs, rhymes and chants; reading and writing strategies; participative approach by using hands-on activities	Project Let's make an apron! Assessment Delicious words
	39	<ul style="list-style-type: none"> To develop their matching skills To introduce the grammar form 'May I / Can I have, please?' To make simple sentences to express needs 			
	40	<ul style="list-style-type: none"> To learn new vocabulary and the grammar form 'What would you like for?' To develop fine motor skills 			
	41	<ul style="list-style-type: none"> To begin to focus on consonant blends (bl, fl, cl) To develop fine motor skills (writing) To develop auditory discrimination skills To relate sounds to their written form 			
	42	<ul style="list-style-type: none"> To begin to focus on consonant blends (gl, pl, sl) To develop fine motor skills (writing) To develop auditory discrimination skills To relate sounds to their written form 			
	43/44	<ul style="list-style-type: none"> To develop fine motor skills To develop creativity 			
	45	<ul style="list-style-type: none"> To match words and pictures To develop fine motor skills To develop spatial awareness To consolidate knowledge of the vocabulary introduced in the unit 			

Unit 5
Round the city

Page	Goals
46	<ul style="list-style-type: none"> To introduce the vocabulary for the unit To develop fine motor skills (model making)
47	<ul style="list-style-type: none"> To continue familiarizing with the vocabulary introduced in the unit To match people who do certain jobs with their places of work To become familiar with the grammar form 'I'm a 'I work at / in the To develop fine motor skills (writing)
48	<ul style="list-style-type: none"> To develop speaking skills
49	<ul style="list-style-type: none"> To begin to focus on consonant blends (<i>dr, cr, pr, br</i>) To develop fine motor skills (writing) To develop auditory discrimination skills To relate sounds to their written form
50	<ul style="list-style-type: none"> To begin to focus on consonant blends (<i>fr, gr, tr</i>) To develop fine motor skills (writing) To develop auditory discrimination skills To relate sounds to their written form
51/52	<ul style="list-style-type: none"> To develop fine motor skills (cutting) To develop thinking skills
53	<ul style="list-style-type: none"> To consolidate knowledge of the vocabulary introduced in the unit To develop reading skills To develop writing skills

Vocabulary
Places: airport, cinema, museum, church, bus station, parking lot, stadium, shopping center, restaurant Occupations: doctor, policeman, teacher, secretary, driver, cook, pilot, gardener, waiter, shop assistant

Learning Strategies
Build on previous knowledge; listen and respond to commands; listen to and answer questions; listen, repeat and respond in various ways (motor, oral, written) to new and previously known vocabulary and grammar forms; phonetic association skills; visual and auditory discrimination strategies; development of cognitive abilities; use of songs, rhymes and chants; reading and writing strategies; participative approach by using hands-on activities

Assessment
Project Split bodies Assessment What's this? Who is this?

Unit 6
On holidays

54	<ul style="list-style-type: none"> To begin to learn the vocabulary to be introduced in the unit To begin to learn the grammar to be introduced in the unit 'Where do you go for the holidays?' 'I go to
55	<ul style="list-style-type: none"> To develop auditory discrimination skills
56	<ul style="list-style-type: none"> To continue learning the months of the year and their order To develop visual discrimination skills To develop fine motor skills To develop sequencing skills To match the written to the spoken word
57	<ul style="list-style-type: none"> To begin to focus on consonant blends (<i>sk, sn, sp</i>) To develop fine motor skills (writing) To develop auditory discrimination skills To relate sounds to their written form
58	<ul style="list-style-type: none"> To begin to focus on consonant blends (<i>st, sw, spr</i>) To develop fine motor skills (writing) To develop auditory discrimination skills To relate sounds to their written form
59/60	<ul style="list-style-type: none"> To develop fine motor skills (cutting and coloring) To develop sequencing skills
61	<ul style="list-style-type: none"> To consolidate knowledge of the vocabulary and grammar taught throughout the unit To develop fine motor skills (writing) To develop reading skills

Places: seaside, countryside, another city Activities: swim in the sea, walk in the country, horse riding, play in the sun, visit a museum Means of transport: aeroplane, bus, boat, car, train Months of the year: January, February, March, April, May, June, July, August, September, October, November, December

Build on previous knowledge; listen and respond to commands; listen to and answer questions; listen, repeat and respond in various ways (motor, oral, written) to new and previously known vocabulary and grammar forms; phonetic association skills; visual and auditory discrimination strategies; development of cognitive abilities; use of songs, rhymes and chants; reading and writing strategies; participative approach by using hands-on activities

Project My calendar Assessment Time to read
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	Page	Goals	Vocabulary	Learning Strategies	Assessment
Unit 7 Animals in the wild	62	<ul style="list-style-type: none"> To begin to learn the vocabulary for the unit To consolidate knowledge of the grammar form 'Where is the?', and the response, 'Here / there it is.' 	Animals: elephant, lion, tiger, giraffe, monkey, hippopotamus, zebra, rhinoceros, gorilla, crocodile In, on, next to, behind, under	Build on previous knowledge; listen and respond to commands; listen to and answer questions; listen, repeat and respond in various ways (motor, oral, written) to new and previously known vocabulary and grammar forms; phonetic association skills; visual and auditory discrimination strategies; development of cognitive abilities; use of songs, rhymes and chants; reading and writing strategies; participative approach by using hands-on activities;	Project Let's play with puzzles Assessment Time to play
	63	<ul style="list-style-type: none"> To develop visual skills To respond to a question 			
	64	<ul style="list-style-type: none"> To become familiar the prepositions (<i>on, in, behind, next to, under</i>) and their use To develop reading skills To develop spatial awareness To develop fine motor skills (writing) 			
	65	<ul style="list-style-type: none"> To introduce the consonant digraphs <i>sh</i> and <i>ch</i> To develop auditory discrimination To differentiate between <i>sh</i> and <i>ch</i> and to write the appropriate letters 			
	66	<ul style="list-style-type: none"> To introduce the consonant digraphs <i>th</i> and <i>wh</i> To develop auditory discrimination To differentiate between <i>th</i> and <i>wh</i> and to write the appropriate letters 			
	67/68	<ul style="list-style-type: none"> To match words and pictures To complete words according to picture clues To develop fine motor skills (cutting, sticking, writing and drawing) 			
	69	<ul style="list-style-type: none"> To develop visual discrimination skills To consolidate knowledge of wild animals vocabulary To play collaboratively 			
Unit 8 Clothes for a purpose (seasons)	70	<ul style="list-style-type: none"> To begin to learn the vocabulary in the unit To work on sequencing skills To develop visual and auditory discrimination skills 	Ordinal numbers 1st to 5th (first, second, third, fourth, fifth) and last Seasons: spring, summer, autumn, (fall) winter	Build on previous knowledge; listen and respond to commands; listen to and answer questions; listen, repeat and respond in various ways (motor, oral, written) to new and previously known vocabulary and grammar forms; phonetic association skills; visual and auditory discrimination strategies; development of cognitive abilities; use of songs, rhymes and chants; reading and writing strategies; participative approach by using hands-on activities	Project Time to play dressing Assessment In order!
	71	<ul style="list-style-type: none"> To develop fine motor skills (writing) To develop new vocabulary 			
	72	<ul style="list-style-type: none"> To continue to develop awareness of sequencing To develop fine motor skills (writing) 			
	73	<ul style="list-style-type: none"> To review and consolidate knowledge of consonant blends To develop the ability to match the spoken word to the written symbol 			
	74	<ul style="list-style-type: none"> To continue working on knowledge of the consonant digraphs <i>ch, sh, th</i> and <i>wh</i> To develop auditory discrimination To develop visual discrimination 			
	75/76	<ul style="list-style-type: none"> To develop fine motor skills (cutting, coloring, sticking) To use the vocabulary introduced in the unit To use ordinal numbers 			
	77	<ul style="list-style-type: none"> To answer questions To develop fine motor skills (writing) To consolidate knowledge of the ordinal numbers 			

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Review Unit

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10	My house
11	Playing outside
12	Animals on the farm
13	Dressing to go out

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Unit 3

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33	Letter families
34	New letter families
35	Count to one hundred
37	Numbers parade


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54	On holidays
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14 **Senses and feelings**



Unit 1

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16	My senses
17	The rainbow alphabet
18	Letter boards
19	My book of feelings
21	Time to read


38 **Out to dinner**



Unit 4

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40	Yum, dessert!
41	Consonant blends
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45	Delicious words


62 **Animals in the wild**



Unit 7

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64	Where is the monkey?
65	Consonants sh and ch
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69	Time to play


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24	Bedroom and bathroom
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Unit 5

47	Time to work
48	Places, places
49	Consonant blends
50	More consonant blends
51	Split bodies
53	What's this? Who's this?

70 **Time to get dressed**



Unit 8

71	Beautiful seasons
72	First, second...
73	Time to review
74	Sound path
75	Time to play dressing
77	In order

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