

Rainbow

Pre-Primary

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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.			

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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.				

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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.			

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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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