Rainbow Pre-Primary C

Contents



	Page	Goals	Vocabulary	Le
Senses and feelings	14	 To become familiar with the vocabulary for the unit To begin to work with the grammar 'How do you feel? I'm' 	Senses: hearing (loud–soft), taste (sweet–sour), smell, touch (rough–smooth), seeing Feelings: happy, sad, angry, scared, worried, proud, shy, surprised	Build o knowle respon to and listen, n various written previou and gra phonet visual a discrim develop abilities rhymes and wr particip using h use of t
	15	 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	 To develop vocabulary To relate a sense with a concrete object To introduce the grammar, 'How does it feel/ look/ smell/ taste/ sound/? 		
	17	 To introduce the alphabetical order To revise letter sounds and letter names To develop fine motor skills 		
	18	 To review letter names To make letter/shape association To develop fine motor skills 		
	19/20	 To develop fine motor skills To develop knowledge of ordering and sequencing To follow instructions 		
	21	 To develop the ability to read and understand 	_	
Unit 2 au home	22	To introduce the vocabulary for the unitTo develop visual skills	Parts of the house: win- dow, door, wall, roof, stairs, Rooms in the house: kitchen, living room, bedroom, bedroom, bathroom, garden Furniture: sink, fridge, stove, sofa, armchair, lamp, table, chairs, bed, bedside table, closet, show- er, toilet, washbasin	Build o knowle respon listen t questic and res (motor new ar vocabu forms; skills; v discrim develo abilities rhymes and wr particip using h
	23	 To recognize and read the words for the <i>living room, dining room</i> and <i>kitchen</i> vocabulary To develop fine motor skills 		
	24	 To recognize and read the words for the <i>bedroom</i> and <i>bathroom</i> vocabulary To develop fine motor skills 		
Ā	25	• To review the sound of the letters		
	26	 To identify sounds within words To relate sounds to letter shapes To develop fine motor skills 		
	27/28	 To develop fine motor skills To develop creativity To develop thinking skills 		
	29	 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 		

Pre-Primary C

Learning Strategies

on previous ledge; listen and ond to commands; listen d answer questions; , repeat and respond in us ways (motor, oral, en) to new and ously known vocabulary grammar forms; netic association skills; and auditory imination strategies; lopment of cognitive ies; use of songs, es and chants; reading writing strategies; cipative approach by hands-on activities; of flashcards and other cues

Assessment

Project My book of feelings

Assessment Time to read

on previous ledge; listen and ond to commands; to and answer tions; listen, repeat respond in various ways or, oral, written) to and previously known bulary and grammar s; phonetic association visual and auditory imination strategies; lopment of cognitive ies; use of songs, nes and chants; reading writing strategies; cipative approach by hands-on activities

Project Let's decorate rooms

Assessment What is missing?

	Page	Goals	Vocabulary	Lee
Unit 3 School at	30	• 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 knowled respond to and a listen, re various v written) previous and gran phonetic visual an discrimin develop abilities; and chai writing s participa using ha
	31	To follow instructionsTo apply the grammar forms introduced in the unit		
	32	To practice the numbers from 1 to 30To review the vocabulary for the teacher and specialists		
	33	 To practice the reading of sentences related to a picture To work on the spelling of letter families (<i>-ap; -at; -et; -en; -ed; -in; -ig; -it</i>) To develop spatial awareness 		
	34	 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	 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	 To revise the sequence of numbers up to 100 To follow instructions To develop fine motor skills 		
Unit	38	To revise the vocabulary learned in Book BTo familiarize them with the new vocabulary	soup, salad, meat,	Build on knowled respond to and a listen, re various v written) previous and gran phonetic visual an discrimin develop abilities; and chan writing s participa using ha
4	39	 To develop their matching skills To introduce the grammar form 'May I / Can I have, please?' To make simple sentences to express needs 	chicken, vegetables, potatoes, carrots, peas, rice, dessert, ice cream, jelly, cake, fruit	
Out to dinner	40	 To learn new vocabulary and the grammar form 'What would you like for?' To develop fine motor skills 		
ę	41	 To begin to focus on consonant blends (<i>bl, fl, cl</i>) To develop fine motor skills (writing) To develop auditory discrimination skills To relate sounds to their written form 		
	42	 To begin to focus on consonant blends (<i>gl, pl, sl</i>) To develop fine motor skills (writing) To develop auditory discrimination skills To relate sounds to their written form 		
	43/44	To develop fine motor skillsTo develop creativity		
	45	 To match words and pictures To develop fine motor skills To develop spatial awareness To consolidate knowledge of the vocabulary introduced in the unit 		

Pre-Primary C

earning Strategies

on previous edge; listen and nd to commands; listen answer questions; repeat and respond in s ways (motor, oral, n) to new and usly known vocabulary ammar forms; tic association skills; and auditory nination strategies; pment of cognitive es; use of songs, rhymes nants; reading and g strategies; pative approach by hands-on activities

Assessment

Project Count to one hundred

Assessment Numbers parade

on previous edge; listen and nd to commands; listen answer questions; repeat and respond in s ways (motor, oral, n) to new and usly known vocabulary ammar forms; tic association skills; and auditory nination strategies; pment of cognitive s; use of songs, rhymes ants; reading and g strategies; pative approach by hands-on activities

Project Let's make an apron!

Assessment Delicious words

Unit • To develop fine motor skills (model making) chemak, missum, church, bespino for continue familiarizing with the vocabulary introduced in the unit chemak, missum, church, bespino for continue familiarizing with the vocabulary introduced in the unit. chemak, missum, church, bespino for continue familiarizing with the vocabulary introduced in the unit. chemak, missum, church, bespino for continue familiarizing with the vocabulary introduced in the unit. chemak, missum, church, bespino for continue familiarizing with the vocabulary introduced in the unit. chemak, missum, church, bespino for continue familiarizing with the vocabulary introduced in the unit. chemak, missum, church, bespino for continue familiarizing with the vocabulary introduced in the unit. chemak, missum, variang chemak, written 49 • To begin to focus on consonant blends (<i>tr, cr, pr, br</i>) • To begin to focus on consonant blends (<i>tr, cr, pr, br</i>) policieman, teacher, so doctor, policieman, teacher, so doctor, politicate sounds to their written form policieman, teacher, writing, abilitation skills 50 • To develop fine motor skills (cutting) • To develop fine motor skills (cutting) written, diver, cook, and church, printig skills 51/52 • To develop reading skills • To begin to learn the vocabulary introduced in the unit moters esside, country, side, sistant 53 • To begin to learn the vocabulary to be introduced in the unit "the reading, skills mothevelop fine motor skills moters sills (writing)		Page	Goals	Vocabulary	Le
9 47 • 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 '/'m a''/ work at / in the' 48 • To develop fine motor skills (writing) museum, • To develop fine motor skills (writing) museum, • To begin to focus on consonant blends (dr, cr, pr, br) restaurant Occupations: • To develop auditory discrimination skills • To begin to focus on consonant blends (dr, cr, pr, br) restaurant Occupations: • To develop fine motor skills (writing) 50 • To begin to focus on consonant blends (dr, gr, tr) • To develop fine motor skills (writing) restaurant • To develop fine motor skills (writing) museum, • To develop fine motor skills (writing) 51/52 • To begin to focus on consonant blends (dr, gr, tr) • To develop fine motor skills (writing) mitting skills • To develop fine motor skills (writing) gardener, • To develop fine motor skills (writing) 51/52 • To begin to learn the vocabulary introduced in the unit • To develop reading skills mitting skills 53 • To begin to learn the vocabulary to be introduced in the unit • To develop reading skills mitting skills 54 • To begin to learn the vocabulary to be introduced in the unit • To develop reading skills mitting skills 57 • To begin to learn the vocabulary to be introduced in the unit • To develop reading skills mitting skills	5	46			Build on knowled respond to and a listen, re various written) previous and gra phoneti- visual ar discrimi develop abilities; and cha writing participa using ha
49 • To begin to focus on consonant blends (<i>dr, cr, pr, br</i>) Center, r, or develop number skills (writing) To develop number skills (writing) To begin to focus on consonant blends (<i>fr, gr, tr</i>) To begin to focus on consonant blends (<i>fr, gr, tr</i>) To begin to focus on consonant blends (<i>fr, gr, tr</i>) To begin to focus on consonant blends (<i>fr, gr, tr</i>) To develop fine motor skills (writing) To develop fine motor skills (cutting) To develop fine motor skills To develop fine motor		47	 To match people who do certain jobs with their places of work To become familiar with the grammar form '1'm a' '1 work at / in the' 	church, bus station, parking lot,	
49 • To begin to focus on consonant blends (<i>dr, cr, pr, br</i>) Center, r, or develop number skills (writing) To develop number skills (writing) To begin to focus on consonant blends (<i>fr, gr, tr</i>) To begin to focus on consonant blends (<i>fr, gr, tr</i>) To begin to focus on consonant blends (<i>fr, gr, tr</i>) To begin to focus on consonant blends (<i>fr, gr, tr</i>) To develop fine motor skills (writing) To develop fine motor skills (cutting) To develop fine motor skills To develop fine motor	Sour	48	 To develop speaking skills 		
50 • To begin to focus on consonant blends (<i>t</i> , <i>g</i> , <i>t</i>) • To develop auditory discrimination skills • To relate sounds to their written form teacher, secretary, driver, cook, plot, gardener, waiter, shop abilities • Soft or leake sounds to their written form abilities • To develop fine motor skills (cutting) abilities • To develop fine motor skills (cutting) abilities • To develop fine motor skills (cutting) gardener, waiter, shop abilities • To develop reading skills abilities • To develop reading skills gardener, waiter, shop abilities • To develop reading skills abilities • To develop reading skills gardener, waiter, shop abilities • To develop reading skills abilities • To develop skills abilities • To develop skills abilities • To develop skills abilities • To develop fine motor skills abilities • To develop fine motor skills abilities • To develop fine motor skills bilities • To develop fine motor skil	E	49	 To develop fine motor skills (writing) To develop auditory discrimination skills 	restaurant Occupations: doctor,	
51/52To develop fine motor skills (cutting) • To develop thinking skillsgardener, waiter, shop assistantusing h53• To consolidate knowledge of the vocabulary introduced in the unit • To develop reading skills • To develop writing skillsPlaces: seaside, countryside, another city Activities: swim in the sea, walk in the country develop fine motor skills • To develop fine motor skills (writing)Places: seaside, countryside, another city Activities: swim walk in the country, horse riding, play in the sun, visit a • To develop fine motor skills • To develop fine motor skills (writing)Places: seaside, countryside, another city Activities: swim walk in the country, horse riding, play in the sun, visit a • To develop fine motor skills • To develop fine motor skills (writing) • To develop auditory discrimination skillsBuild or walk in the country, horse riding, play in the sun, visit a eroplane, bus, boat, car, train • To develop fine motor skills (writing) • To dev		50	 To develop fine motor skills (writing) To develop auditory discrimination skills 	teacher, secretary, driver, cook,	
53 • To consolidate knowledge of the vocabulary introduced in the unit 53 • To develop reading skills • To begin to learn the vocabulary to be introduced in the unit Places: seaside, countryside, another city Artivities: swim in the sea, walk in the sea, walk in the sea, walk in the sea, walk in the sea, valk in the country, horse riding, play in the sun, visit a museum Means of to develop fine motor skills Build or walk in the country, horse riding, play in the sun, visit a museum Means of to develop fine motor skills (vriting) Build or walk in the country, horse riding, play in the sun, visit a museum Means of to develop auditory discrimination skills Build or walk in the country, horse riding, play in the sun, visit a museum Means of to develop fine motor skills (vriting) Build or walk in the country, horse riding, play in the sun, visit a museum Means of to develop auditory discrimination skills Build or walk in the country, horse riding, play in the sun, visit a museum Means of transport: a coplane, bus, boat, car, train coplane, coplane, coplane, coplane, coplane, coplane, coplane, coplane,		51/52		gardener, waiter, shop	
Unit 654• To begin to learn the vocabulary to be introduced in the unit • To begin to learn the grammar 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?' 		53	To develop reading skills	assistant	
55 • To develop auditory discrimination skills in the sea, walk in the country, horse riding, play in the sun, visit a museum previou Means of to develop sequencing skills in the sea, walk in the country, horse riding, play in the sun, visit a museum previou Means of to develop sequencing skills in vario 57 • To begin to focus on consonant blends (<i>sk, sn, sp</i>) • To develop auditory discrimination skills museum Means of transport: aeroplane, bus, boat, car, discrimination skills visual aid cirrimination skills 57 • To begin to focus on consonant blends (<i>sk, sn, sp</i>) • To develop auditory discrimination skills visual aid cirrimination skills 58 • To begin to focus on consonant blends (<i>st, sw, spr</i>) • To begin to focus on consonant blends (<i>st, sw, spr</i>) visual aid cirrimination skills 58 • To begin to focus on consonant blends (<i>st, sw, spr</i>) • To develop auditory discrimination skills visual aid char discrimination skills 58 • To develop fine motor skills (cutting and coloring) • To develop fine motor skills (cutting and coloring) visual aid char discrimination skills 59/60 • To consolidate knowledge of the vocabulary and grammar taught throughout the unit October, Oc		54	• To begin to learn the grammar to be introduced in the unit 'Where do you go for the h	olidays?' countryside, another city	Build on knowled respond to and a listen, re- in variou written) previous and gran phonetic visual ar discrimin develop abilities; and cha writing s participa using ha
56• To continue learning the months of the year and their order • To develop visual discrimination skills • To develop fine motor skills • To develop fine motor skills • To develop sequencing skills • To develop fine motor skills (writing) • To develop auditory discrimination skills • To develop fine motor skills (writing) • To develop fine motor skills (cutting and coloring) • To develop fine motor skills (cutting and coloring) • To develop fine motor skills (writing) • To consolidate knowledge of the vocabulary and grammar taught throughout the unitcountry, horse riding, plane, develop writicm,		55	To develop auditory discrimination skills		
57• To begin to focus on consonant blends (sk, sn, sp) • To develop fine motor skills (writing) • To develop auditory discrimination skills • To relate sounds to their written formtransport: aeroplane, bus, boat, car, trainphonetic aeroplane, bus, boat, car, train58• To begin to focus on consonant blends (st, sw, spr) • To develop fine motor skills (writing) • To develop fine motor skills (writing) • To develop fine motor skills (writing) • To develop auditory discrimination skills • To develop fine motor skills (writing) • To develop auditory discrimination skills • To relate sounds to their written formMonths of the year: January, February, March, April, May, June, July, August, September, October, November,writing particip	On holidays	56	 To develop visual discrimination skills To develop fine motor skills To develop sequencing skills 	country, horse riding, play in the sun, visit a museum	
58To develop fine motor skills (writing) • To develop auditory discrimination skills • To relate sounds to their written formyear: January, February, March, April, May, June, July, August, September,and char writing particip 		57	 To develop fine motor skills (writing) To develop auditory discrimination skills 	transport: aeroplane, bus, boat, car, train	
 59/60 • To develop fine motor skills (cutting and coloring) • To develop sequencing skills • To consolidate knowledge of the vocabulary and grammar taught throughout the unit • To develop fine motor skills (writing) 		58	 To develop fine motor skills (writing) To develop auditory discrimination skills 	year: January, February, March, April,	
 • To consolidate knowledge of the vocabulary and grammar taught throughout the unit • To develop fine motor skills (writing) • October, November, 		59/60		July, August,	
		61	 To develop fine motor skills (writing) 	t October, November,	

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Learning Strategies

on previous edge; listen and nd to commands; listen answer questions; repeat and respond in s ways (motor, oral, n) to new and ously known vocabulary rammar forms; etic association skills; and auditory nination strategies; opment of cognitive es; use of songs, rhymes nants; reading and g strategies; pative approach by hands-on activities

Assessment

Project Split bodies

Assessment What's this? Who is this?

on previous edge; listen and nd to commands; listen answer questions; repeat and respond ous ways (motor, oral, n) to new and usly known vocabulary rammar forms; tic association skills; and auditory nination strategies; opment of cognitive es; use of songs, rhymes nants; reading and g strategies; pative approach by hands-on activities

Project My calendar

Assessment Time to read

	Page	Goals	Vocabulary	Lee
Animals in the wild	62	 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,	Build on listen an commar answer of repeat a ways (m new and vocabula forms; p skills; vis discrimin develop abilities; and chai writing s participa using ha
	63	To develop visual skillsTo respond to a question	giraffe, monkey,	
	64	 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) 	hippopota- mus, zebra, rhinoceros, gorilla, crocodile	
	65	 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 	In, on, next to, behind,	
	66	 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 	under	
	67/68	 To match words and pictures To complete words according to picture clues To develop fine motor skills (cutting, sticking, writing and drawing) 		
	69	 To develop visual discrimination skills To consolidate knowledge of wild animals vocabulary To play collaboratively 		
Unit 8	70	 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,	Build on knowled respond to and a listen, re- in variou written) previous and gran phonetic visual ar discrimin develop abilities; rhymes and writ participa using ha
ose	71	 To develop fine motor skills (writing) To develop new vocabulary 	second, third, fourth, fifth)	
Clothes for a purpose (seasons)	72	 To continue to develop awareness of sequencing To develop fine motor skills (writing) 	and last Seasons:	
for	73	 To review and consolidate knowledge of consonant blends To develop the ability to match the spoken word to the written symbol 	spring, summer, autumn,	
	74	 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 	(fall) winter	
	75/76	 To develop fine motor skills (cutting, coloring, sticking) To use the vocabulary introduced in the unit To use ordinal numbers 		
	77	 To answer questions To develop fine motor skills (writing) To consolidate knowledge of the ordinal numbers 		

Pre-Primary C

earning Strategies

on previous knowledge; and respond to ands; listen to and r questions; listen, and respond in various motor, oral, written) to nd previously known ulary and grammar phonetic association visual and auditory nination strategies; opment of cognitive es; use of songs, rhymes nants; reading and g strategies; pative approach by hands-on activities;

Assessment

Project Let's play with puzzles

Assessment Time to play

on previous edge; listen and nd to commands; listen answer questions; repeat and respond ious ways (motor, oral, n) to new and usly known vocabulary rammar forms; etic association skills; and auditory nination strategies; opment of cognitive es; use of songs, es and chants; reading riting strategies; pative approach by hands-on activities

Project Time to play dressing

Assessment In order!

Pre-Primary

A three-level series to enjoy learning

Children have fun through songs, chants, rhymes, projects, games and activities that help them learn and use English.

Rainbow Pre-Primary features:

Total Physical Response (TPR) to make learning easier through songs, rhymes, chants and games accompanied by drama, mimicry and body movements.

Communicative Skills Development in an integrated and carefully paced process.

Meaningful Activities and Projects to promote cooperative learning.

Each level of Rainbow Pre-Primary provides:

A Workbook with activities to expand and reinforce English language learning.

A Teacher's Manual with special suggestions to perform enjoyable and dynamic lessons.

Audio with dialogues, listening exercises, songs, rhymes, and chants.

A colourful set of printable Flashcards with the active vocabulary children will handle.





