

# Rainbow

Pre-Primary



# Contents



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	Page	Goals	Vocabulary	Learning Strategies	Assessment
Unit 1 Senses and feelings	14	<ul style="list-style-type: none"> <li>To become familiar with the vocabulary for the unit</li> <li>To begin to work with the grammar 'How do you feel? I'm ...'</li> </ul>	<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><b>Project</b> My book of feelings</p> <p><b>Assessment</b> Time to read</p>
	15	<ul style="list-style-type: none"> <li>To develop description skills</li> <li>To follow instructions</li> <li>To revise numbers from 1 to 20</li> <li>To work with the grammar 'How does s/he feel? S/he is ...'</li> </ul>			
	16	<ul style="list-style-type: none"> <li>To develop vocabulary</li> <li>To relate a sense with a concrete object</li> <li>To introduce the grammar, 'How does it feel/ look/ smell/ taste/ sound/?'</li> </ul>			
	17	<ul style="list-style-type: none"> <li>To introduce the alphabetical order</li> <li>To revise letter sounds and letter names</li> <li>To develop fine motor skills</li> </ul>			
	18	<ul style="list-style-type: none"> <li>To review letter names</li> <li>To make letter/shape association</li> <li>To develop fine motor skills</li> </ul>			
	19/20	<ul style="list-style-type: none"> <li>To develop fine motor skills</li> <li>To develop knowledge of ordering and sequencing</li> <li>To follow instructions</li> </ul>			
	21	<ul style="list-style-type: none"> <li>To develop the ability to read and understand</li> </ul>			
Unit 2 At home	22	<ul style="list-style-type: none"> <li>To introduce the vocabulary for the unit</li> <li>To develop visual skills</li> </ul>	<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><b>Project</b> Let's decorate rooms</p> <p><b>Assessment</b> What is missing?</p>
	23	<ul style="list-style-type: none"> <li>To recognize and read the words for the <i>living room</i>, <i>dining room</i> and <i>kitchen</i> vocabulary</li> <li>To develop fine motor skills</li> </ul>			
	24	<ul style="list-style-type: none"> <li>To recognize and read the words for the <i>bedroom</i> and <i>bathroom</i> vocabulary</li> <li>To develop fine motor skills</li> </ul>			
	25	<ul style="list-style-type: none"> <li>To review the sound of the letters</li> </ul>			
	26	<ul style="list-style-type: none"> <li>To identify sounds within words</li> <li>To relate sounds to letter shapes</li> <li>To develop fine motor skills</li> </ul>			
	27/28	<ul style="list-style-type: none"> <li>To develop fine motor skills</li> <li>To develop creativity</li> <li>To develop thinking skills</li> </ul>			
	29	<ul style="list-style-type: none"> <li>To develop fine motor skills</li> <li>To develop thinking skills</li> <li>To consolidate knowledge of the vocabulary introduced in the unit both in oral and written form</li> </ul>			

	Page	Goals	Vocabulary	Learning Strategies	Assessment
Unit 3 People at school	30	<ul style="list-style-type: none"> <li>To introduce the vocabulary for the unit</li> </ul>	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	<b>Project</b> Count to one hundred  <b>Assessment</b> Numbers parade
	31	<ul style="list-style-type: none"> <li>To follow instructions</li> <li>To apply the grammar forms introduced in the unit</li> </ul>			
	32	<ul style="list-style-type: none"> <li>To practice the numbers from 1 to 30</li> <li>To review the vocabulary for the teacher and specialists</li> </ul>			
	33	<ul style="list-style-type: none"> <li>To practice the reading of sentences related to a picture</li> <li>To work on the spelling of letter families (-ap; -at; -et; -en; -ed; -in; -ig; -it)</li> <li>To develop spatial awareness</li> </ul>			
	34	<ul style="list-style-type: none"> <li>To practice the reading of sentences related to a picture</li> <li>To work on the spelling of letter families (-ot; -og; -um; -un; -ug)</li> <li>To develop spatial awareness</li> </ul>			
	35/36	<ul style="list-style-type: none"> <li>To develop fine motor skills</li> <li>To learn the names of the numbers to 100 counting in 10's</li> <li>To develop understanding of tens to 100</li> <li>To develop creativity</li> </ul>			
Unit 4 Out to dinner	37	<ul style="list-style-type: none"> <li>To revise the sequence of numbers up to 100</li> <li>To follow instructions</li> <li>To develop fine motor skills</li> </ul>	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	<b>Project</b> Let's make an apron!  <b>Assessment</b> Delicious words
	38	<ul style="list-style-type: none"> <li>To revise the vocabulary learned in Book B</li> <li>To familiarize them with the new vocabulary</li> </ul>			
	39	<ul style="list-style-type: none"> <li>To develop their matching skills</li> <li>To introduce the grammar form 'May I .... / Can I have ....., please?'</li> <li>To make simple sentences to express needs</li> </ul>			
	40	<ul style="list-style-type: none"> <li>To learn new vocabulary and the grammar form 'What would you like for .....?'</li> <li>To develop fine motor skills</li> </ul>			
	41	<ul style="list-style-type: none"> <li>To begin to focus on consonant blends (bl, fl, cl)</li> <li>To develop fine motor skills (writing)</li> <li>To develop auditory discrimination skills</li> <li>To relate sounds to their written form</li> </ul>			
	42	<ul style="list-style-type: none"> <li>To begin to focus on consonant blends (gl, pl, sl)</li> <li>To develop fine motor skills (writing)</li> <li>To develop auditory discrimination skills</li> <li>To relate sounds to their written form</li> </ul>			
	43/44	<ul style="list-style-type: none"> <li>To develop fine motor skills</li> <li>To develop creativity</li> </ul>			
	45	<ul style="list-style-type: none"> <li>To match words and pictures</li> <li>To develop fine motor skills</li> <li>To develop spatial awareness</li> <li>To consolidate knowledge of the vocabulary introduced in the unit</li> </ul>			

	Page	Goals	Vocabulary	Learning Strategies	Assessment
Unit 5 Round the city	46	<ul style="list-style-type: none"> <li>To introduce the vocabulary for the unit</li> <li>To develop fine motor skills (model making)</li> </ul>	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	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	<b>Project</b> Split bodies  <b>Assessment</b> What's this? Who is this?
	47	<ul style="list-style-type: none"> <li>To continue familiarizing with the vocabulary introduced in the unit</li> <li>To match people who do certain jobs with their places of work</li> <li>To become familiar with the grammar form 'I'm a ..... 'I work at / in the .....</li> <li>To develop fine motor skills (writing)</li> </ul>			
	48	<ul style="list-style-type: none"> <li>To develop speaking skills</li> </ul>			
	49	<ul style="list-style-type: none"> <li>To begin to focus on consonant blends (<i>dr, cr, pr, br</i>)</li> <li>To develop fine motor skills (writing)</li> <li>To develop auditory discrimination skills</li> <li>To relate sounds to their written form</li> </ul>			
	50	<ul style="list-style-type: none"> <li>To begin to focus on consonant blends (<i>fr, gr, tr</i>)</li> <li>To develop fine motor skills (writing)</li> <li>To develop auditory discrimination skills</li> <li>To relate sounds to their written form</li> </ul>			
	51/52	<ul style="list-style-type: none"> <li>To develop fine motor skills (cutting)</li> <li>To develop thinking skills</li> </ul>			
	53	<ul style="list-style-type: none"> <li>To consolidate knowledge of the vocabulary introduced in the unit</li> <li>To develop reading skills</li> <li>To develop writing skills</li> </ul>			
Unit 6 On holidays	54	<ul style="list-style-type: none"> <li>To begin to learn the vocabulary to be introduced in the unit</li> <li>To begin to learn the grammar to be introduced in the unit 'Where do you go for the holidays?' 'I go to .....</li> </ul>	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	<b>Project</b> My calendar  <b>Assessment</b> Time to read
	55	<ul style="list-style-type: none"> <li>To develop auditory discrimination skills</li> </ul>			
	56	<ul style="list-style-type: none"> <li>To continue learning the months of the year and their order</li> <li>To develop visual discrimination skills</li> <li>To develop fine motor skills</li> <li>To develop sequencing skills</li> <li>To match the written to the spoken word</li> </ul>			
	57	<ul style="list-style-type: none"> <li>To begin to focus on consonant blends (<i>sk, sn, sp</i>)</li> <li>To develop fine motor skills (writing)</li> <li>To develop auditory discrimination skills</li> <li>To relate sounds to their written form</li> </ul>			
	58	<ul style="list-style-type: none"> <li>To begin to focus on consonant blends (<i>st, sw, spr</i>)</li> <li>To develop fine motor skills (writing)</li> <li>To develop auditory discrimination skills</li> <li>To relate sounds to their written form</li> </ul>			
	59/60	<ul style="list-style-type: none"> <li>To develop fine motor skills (cutting and coloring)</li> <li>To develop sequencing skills</li> </ul>			
	61	<ul style="list-style-type: none"> <li>To consolidate knowledge of the vocabulary and grammar taught throughout the unit</li> <li>To develop fine motor skills (writing)</li> <li>To develop reading skills</li> </ul>			

Unit 7  
Animals in the wild

Page	Goals	Vocabulary	Learning Strategies	Assessment
<b>62</b>	<ul style="list-style-type: none"> <li>To begin to learn the vocabulary for the unit</li> <li>To consolidate knowledge of the grammar form 'Where is the .....?', and the response, 'Here / there it is.'</li> </ul>	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;	<b>Project</b> Let's play with puzzles  <b>Assessment</b> Time to play
<b>63</b>	<ul style="list-style-type: none"> <li>To develop visual skills</li> <li>To respond to a question</li> </ul>			
<b>64</b>	<ul style="list-style-type: none"> <li>To become familiar the prepositions (<i>on, in, behind, next to, under</i>) and their use</li> <li>To develop reading skills</li> <li>To develop spatial awareness</li> <li>To develop fine motor skills (writing)</li> </ul>			
<b>65</b>	<ul style="list-style-type: none"> <li>To introduce the consonant digraphs <i>sh</i> and <i>ch</i></li> <li>To develop auditory discrimination</li> <li>To differentiate between <i>sh</i> and <i>ch</i> and to write the appropriate letters</li> </ul>			
<b>66</b>	<ul style="list-style-type: none"> <li>To introduce the consonant digraphs <i>th</i> and <i>wh</i></li> <li>To develop auditory discrimination</li> <li>To differentiate between <i>th</i> and <i>wh</i> and to write the appropriate letters</li> </ul>			
<b>67/68</b>	<ul style="list-style-type: none"> <li>To match words and pictures</li> <li>To complete words according to picture clues</li> <li>To develop fine motor skills (cutting, sticking, writing and drawing)</li> </ul>			
<b>69</b>	<ul style="list-style-type: none"> <li>To develop visual discrimination skills</li> <li>To consolidate knowledge of wild animals vocabulary</li> <li>To play collaboratively</li> </ul>			

Unit 8  
Clothes for a purpose (seasons)

<b>70</b>	<ul style="list-style-type: none"> <li>To begin to learn the vocabulary in the unit</li> <li>To work on sequencing skills</li> <li>To develop visual and auditory discrimination skills</li> </ul>	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	<b>Project</b> Time to play dressing  <b>Assessment</b> In order!
<b>71</b>	<ul style="list-style-type: none"> <li>To develop fine motor skills (writing)</li> <li>To develop new vocabulary</li> </ul>			
<b>72</b>	<ul style="list-style-type: none"> <li>To continue to develop awareness of sequencing</li> <li>To develop fine motor skills (writing)</li> </ul>			
<b>73</b>	<ul style="list-style-type: none"> <li>To review and consolidate knowledge of consonant blends</li> <li>To develop the ability to match the spoken word to the written symbol</li> </ul>			
<b>74</b>	<ul style="list-style-type: none"> <li>To continue working on knowledge of the consonant digraphs <i>ch, sh, th</i> and <i>wh</i></li> <li>To develop auditory discrimination</li> <li>To develop visual discrimination</li> </ul>			
<b>75/76</b>	<ul style="list-style-type: none"> <li>To develop fine motor skills (cutting, coloring, sticking)</li> <li>To use the vocabulary introduced in the unit</li> <li>To use ordinal numbers</li> </ul>			
<b>77</b>	<ul style="list-style-type: none"> <li>To answer questions</li> <li>To develop fine motor skills (writing)</li> <li>To consolidate knowledge of the ordinal numbers</li> </ul>			

# Rainbow

## 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.

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