



**Teachers' and
Parents' Guide**

2

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Happy Valley 2 Methodology

Each unit of Happy Valley begins with a story, putting language into a natural context. Language is then isolated for controlled practice with a chant and example dialogue. Songs and activities offer further opportunities to use the language with classmates and **T**, so **S** can finally use the language in a role-play or other meaning-focused activity. This course was designed with phonics as a central component. Students learn the sounds of each letter, leading to blending the sounds to read words.

Happy Valley gives language visual, auditory and kinaesthetic representation. All language is shown in colorful illustrations, recorded for learners to hear and shown through gestures. Total Physical Response (TPR), which ties a gesture or movement to language, is built into Happy Valley. Extra songs, chants and videos show gestures and movement to use with the language and songs.

Happy Valley 2 Overview

Happy Valley 2 was designed for **S** aged between 3 and 6 who join in the class independently. At these ages, **S** vary in their physical and native language development, therefore Happy Valley has been designed with *flexibility* (variety of activity choices), *repetition* (class work and homework are identical or very similar, **U** content is repeated over 4 classes), *brevity* (easy to accomplish activities) *parental involvement* (easy to use at home or have **P** join the class), *language* (age appropriate) and *routine* (for easily establishing a class flow) built-in.

Flexibility

The games and activities bank provides instructions for a variety of games to match **S** developmental levels. For example, *Roll the Ball* leads into *Bowling*.

The lesson plans are also designed flexibly. Class size, **S** attitudes and other factors may affect the number of activities possible or content order appropriate. **T** are free to alter the order of activities in the **LP**.

Repetition

Each **U** can be used four times. By the fourth lesson, **S** should know the songs well and be able to identify or say the vocabulary, according to the target bandscale (P4). Repetition of language is one of the most important factors in determining whether students will be able to use the language fluently, i.e. without having to think. Previously introduced songs, pictures and language are recycled throughout, putting the language into new contexts to further expose students to its use.

The activities in the **WB** mimic those in the **SB** so students have the opportunity to do the activities at home with confidence.

Brevity

SB and **WB** activities are designed to be brief. Stickers, coloring and counting activities are “can do” activities that children can accomplish without taking too much time in class or at home.

Parental Involvement

Using the CD, parents can repeat the classroom activities at home with their children. **S** will already know how to do the activity and will therefore use the language without concentrating on how to do the activity. **P** are encouraged to use English at home, aided by the recordings that accompany all homework.

Language

Language was chosen to match themes familiar to **S**, such as food, toys, animals, etc. **S** will encounter most language in their everyday lives with **P**, providing natural review. The characters provide a story that puts the language in a familiar context: in *town*, *shopping*, etc. Basic language for counting and coloring, weather and feelings is added to what **S** learned in **HV1**, along with TPR. These are all building blocks and conversation points for future language development.

Routine

Routines help the class run smoothly, so **T** and **S** can fully engage in learning. Each Unit is divided into 4 sections. *Storytime*, *Let's Learn*, *Let's Sing and Move* and *Activities*. Please see the Unit 2 walkthrough on the website at happyvalley.tv. This allows for routines to be established. Routine is also built into the **LP**. Using the Routines, Games and Activities Bank, Song Routines Bank and videos, **T** can easily establish a class flow to suit each context.

Happy Valley at Home

P teaching at home instead of going to a school should follow the **LP**. If the **LP** suggests a game not suited to one on one play, substitute with another game from the Routines, Games and Activities Bank on happyvalley.tv. Purchasing two sets of **S FC** will make games like Concentration easy for fun with language. Follow the gestures on the Happy Valley DVD and videos and use the Song Routines for more ideas on how to use Happy Valley.

Bandscale

The twelve targets for Happy Valley 2 are on **SB P82**. **S** are not expected to achieve the targets in the order they are listed, nor will all **S** achieve the targets at the same time. To determine when a **S** has reached a target and can receive a sticker on the **SB P81** bus route, use this bandscale:

- 5 – Can always say or identify* target with no prompting**;
- 4 – Can usually say or identify target with little or no prompting;
- 3 – Can sometimes say or identify target with some prompting;
- 2 – Can seldom say or identify target usually needing prompting;
- 1 – Cannot say or identify target always needing prompting.

Over time, **S** should be able to perform at scale 3 to 5 and should get a sticker for scale 4 to 5. Not all will be able to achieve scale 5. **S** who are not yet speaking still receive a sticker as long as they can identify the language **T** is asking about.

***Identify** means being able to point to or otherwise identify a picture in response to hearing the corresponding English.

****Prompting** is defined as needing to give the **S** a clue, be it a first letter sound or a gesture to elicit the language from them.

Lesson Plan Overview

Unit # and Lesson

Unit Objectives:

Overview of the Unit Objectives.

Lesson Objectives:

Overview of language targets for lesson focus. There will be anywhere from 2 to 4 targets covered in each class. This also states what **S** should be able to do in the lesson.

Welcome

Choose a suitable routine from the Routines Bank.

Greeting

Class warm-up, including the *Hello Song*, greetings and a movement song.

Storytime

A short story introducing the language in a natural context with the characters and narrator telling the story.

Let's Learn

Practice the language in a chant, dialogue and song.

Let's Sing and Move

Sing a song related to the target, or a song for teaching additional language. See the Routines, Games and Activities Bank or the Song Routines Bank documents for ideas.

Activity

Check **HW** and do a new activity. Play games suggested below or choose from the Routines, Games and Activities Bank on the *happyvalley.tv* website.

Goodbye

Use the *Clean Up Song* to get kids ready to leave. Sing the *Goodbye Song*. Give new **HW**. Goodbye activity: Choose from the routines in the Routines, Games and Activities Bank. Also, **T** asks **Q** that pertains to a **U** target. Give **S** their attendance sticker (**S**: *May I have a sticker, please?*). **T** mark **S** progress by making a note on the blank pages in the back of the **SB**.

Homework

List of suggested **HW**.

Games

Suggestions for games during the Activity and Phonics portion of the class. See explanations in the Routines, Games and Activities Bank on the *happyvalley.tv* website.

What you need

List of the materials needed for the lesson.

Lesson Timing

Activity	Class time in minutes				
	60	50	45	30	25
Welcome	3	3	2	2	0
Greeting	2	3	2	2	1
Storytimez	4	3	2	2	2
Let's Learn	8	8	8	4	4
Let's Sing and Move	4	3	2	2	2
Activity	20	16	15	10	10
Phonics	15	10	10	7	5
Goodbye	4	4	4	1	1

Yearly Outlook

Content	Number of Classes Per Unit in 1 year				
	48	45	42	32	25
Unit 1	4	4	2	2	2
Unit 2	4	4	4	3	2
Unit 3	4	4	4	3	2
Unit 4	4	4	4	3	2
Unit 5	4	4	4	3	2
Unit 6	4	4	4	3	2
Unit 7	4	4	4	3	2
Unit 8	4	4	4	3	2
Unit 9	4	4	4	3	2
Unit 10	4	4	4	3	2
Review	5	2	2	2	2
Other	3	3	2	1	3

Student Book

CD Content

1 – Hi, Hello

Hi, hello.
Hello, hello.
Hi, hello.
Hello, hello.
Hi, hello. x 4
Repeat.

2 – Weather Song 2

How's the weather ? x 2
How's the weather today ?
It's hot,
It's hot,
It's hot today.
How's the weather ? x 2
How's the weather today ?
It's cold,
It's cold,
It's cold today.
How's the weather ? x 2
How's the weather today ?
It's snowing,
It's snowing,
It's snowing today.
How's the weather ? x 2
How's the weather today ?
It's windy,
It's windy,
It's windy today.

3 – Phonics Song

a, a, a, a, Ally Ant,
b, b, b, b, Billy Bus,
c, c, c, c, Cally Cat,
d, d, d, d, Dilly Dog,
e, e, Elly Elephant *e, e*, Elly Elephant.
f, f, f, f, Filly Fish,
g, g, g, g, Golly Goat,
h, h, h, h, Holly Horse,
i, i, i, i, Iggy Iguana,
j, j, Jilly Jellyfish *j, j*, Jilly Jellyfish.
k, k, k, k, Kippy Kangaroo.
l, l, l, l, Leo Lion.

m, m, m, m, Milly Monkey.
n, n, n, n, Nikky Nurse,
o, o, Olly Octopus *o, o*,
Olly Octopus.
p, p, p, p, Penny Pig,
q, q, q, q, Queeny Queen,
r, r, r, r, Rabby Rabbit,
s, s, s, s, Sissy Snake,
t, t, Tommy Tiger *t, t*,
Tommy Tiger.
u, u, u, u, Uncle Umpire,
v, v, v, v, Vinny Vampire,
w, w, w, w, Winny Witch,
x, x, x, x, Loxy Fox,
y, y, Yally Yak *y, y*, Yally Yak,
Yeah!
Hey! What about me ?
I'm sorry.
That's OK.
z, z, Ziggy Zebra *z, z*, Ziggy Zebra.

4 – How Are You ? 2

How are you ? x 2
I am scared. x 2
Scared, scared, scared.
x 2
I am scared. x 2
How are you ? x 2
I am sick. x 2
Sick, sick, sick. x 2
I am sick. x 2
How are you ? x 2
I am hot. x 2
Hot, hot, hot. x 2
I am hot. x 2
How are you ? x 2
I am cold. x 2
Cold, cold, cold. x 2
I am cold. x 2
How are you ? x 2
I am surprised. x 2
Surprised, surprised,
surprised. x 2
I am surprised. x 2
How are you ? x 2
I am thirsty. x 2
Thirsty, thirsty, thirsty. x 2
I am thirsty. x 2

5 – Numbers 1 to 20

1, 2, 3, 4, 5. x 2
6, 7, 8, 9, 10. x 2
We've counted up to 10.
Let's do it again,
counting up to 20.
11, 12, 13. x 2
14, 15, 16. x 2
17, 18, 19, 20. x 2
Repeat.

6 – Let's Sit Down In a Circle

Let's sit down in circle. x 4
Let's hold hands and fall
back. x 4
Let's stamp our feet.
1-2-3! x 4
Now sit nicely just like me.
x 4

7 – Light Colors

White and blue make light
blue.
White and green make
light green.
White and black make
grey, grey, grey.
White and yellow make
cream.
Repeat.

8 – Everybody Swim

Everybody, swim. Swim t
ogether. x 3
Swim together in a circle.
Swim to the right. Swim.
Swim. x 3
Stop! And dive on in.
Swim to the left. Swim.
Swim. x 3
Stop! And dive on in! x 5

9 – Open the Door

Open the door, what can
you see ?
I can see you looking at
me.
Turn around, turn around.
You and I can turn
around.

Close the door, close the door.
I can't see you anymore.
Repeat.

10 – Clean Up Song

Stop and listen,
Let's clean up. x 3
Stop and listen,
Let's clean up. x 2
Put your crayons,
In your bag. x 3
Put your crayons,
In your bag. x 2
Put your book,
In your bag. x 3
Put your book,
In your bag. x 2
Stop and listen,
Let's clean up. x 3
Stop and listen,
Let's clean up. x 2

11 – Bye, Goodbye

Bye, goodbye.
Goodbye, goodbye.
Bye, goodbye.
Goodbye, goodbye.
Bye, goodbye. x 4
Repeat.

12 – Storytime: Vehicles

Narrator: Hello,
everyone and welcome
to Chipperton! Kinka
and Pinka can you say,
"Hello?"

Kinka and Pinka:
Hello!

Narrator: Today, Kinka
and Pinka are looking
at all the vehicles. What
do you see?

Pinka: Brum, brum. It's
a bus!

Narrator: Yes, Pinka
there are 2 buses!

Pinka: It's Billy and
Betty! Hello, Billy!

Billy: Hi, Pinka!

Kinka: Hello, Betty!

Betty: Hi, Kinka!

Narrator: What color
are they?

Kinka: Red!

Billy and Betty: Brum,
brum!

Kinka and Pinka: Ha,
ha, ha, ha, ha!

Narrator: What else do
you see?

Kinka: It's a plane! It's
white!

Narrator: Well done,
Kinka!

Pinka: Woosh, woosh!
It's a white plane. Ha,
ha.

Narrator: Wow! Very
good, Pinka. It is a
white plane.

Kinka: And it's a
helicopter.

Pinka: What color is it,
Kinka?

Kinka: It's a yellow
helicopter. Thwack,
thwack!

Narrator: Fantastic.
What other vehicles are
there?

Pinka: Churn, churn! It's
a green tractor.

Kinka: Choo, choo! It's
a blue train and honk,
honk! It's an orange
truck.

Pinka: Oh and beep,
beep! It's a red car.

Kinka: What is it, Pinka?

Pinka: That? Oh, flap,
flap it's a boat.

Kinka: Oh yes! A boat.
It's a purple boat. Ha,
ha!

Narrator: Very good,
you two. Enjoy your
stay in Chipperton and
good luck finding all the
targets!

13 – Vehicle Chant

Car, car, car, __.
Truck, truck, truck, __.
Plane, plane, plane, __.
Boat, boat, boat, __.
Car, truck, plane, boat.
x 2

Tractor, tractor, tractor,
__.

Train, train, train, __.

Bus, bus, bus, __.

Helicopter, helicopter,
helicopter, __.

Tractor, train, bus,
helicopter. x 2

14 – It's a Car Chant

It's a, it's a, it's a,
it's a, it's a. x 2

It's a car. (echo)

It's a truck. (echo)

It's a plane. (echo)

It's a boat. (echo)

It's a tractor. (echo)

It's a train. (echo)

It's a bus. (echo)

It's a helicopter. (echo)

It's a car.

It's a truck.

It's a plane.

It's a boat.

It's a tractor.

It's a train.

It's a bus.

It's a helicopter.

It's a, it's a, it's a, it's a,
it's a.

15 – Dialogue Unit 1

Kinka: What is it?

Pinka: It's a car. It's red.

Kinka: It's a red car.

16 – It's a Red Car

Beep, beep. It's a car.

It's red. x 3

It's a red car.

Honk, honk. It's a truck.

It's orange.

x 3

It's an orange truck.

Woosh, woosh. It's a plane.
It's white.

x 3

It's a white plane.

Flap, flap. It's a boat.
It's purple.

x 3

It's a purple boat.

Churn, churn. It's a tractor.
It's green.

x 3

It's a green tractor.

Choo, choo. It's a train.
It's blue.

x 3

It's a blue train.

Brum, brum. It's a bus.
It's red.

x 3

It's a red bus.

Thwack, thwack. It's a
helicopter.

It's yellow.

x 3

It's a yellow helicopter.

17 – Storytime:

Chipperton Map

Narrator: Today, Kinka
and Pinka are looking
at the Chipperton map.

Pinka: Let's go to the
aquarium!

Kinka: Yay! Oh, wait.

I'm hungry! Let's go to
the restaurant.

Pinka: No, no! Let's go
to the beach!

Kinka: Hmm.

Narrator: Wow, Kinka
and Pinka, there are
lots of places you can
go!

Pinka: Oh, let's go to the
toy store and clothes
shop.

Kinka: And let's go to
the farm and
supermarket!

Narrator: What about
the hospital? I hope you
don't have to go to the
hospital!

Kinka and Pinka: Ha,
ha, ha! We'll be careful.

Narrator: Where will
Kinka and Pinka go
first? What do you
think?

Kinka and Pinka: Let's
go to the aquarium!

Narrator: Great! See
you there. Oh and
everyone, don't forget
to find the 2 targets.

18 – Town Chant

Beach, beach, beach, __.

Restaurant, restaurant,
restaurant, __.

Aquarium, aquarium,
aquarium, __.

Farm, farm, farm, __.

Beach, restaurant,
aquarium, farm. x 2

Clothes shop, clothes
shop, clothes shop, __.

Supermarket,

supermarket,

supermarket, __.

Toy store, toy store, toy
store, __.

Hospital, hospital,

hospital, __.

Clothes shop,
supermarket, toy store,

clothes shop. x 2

19 – Dialogue Unit 2

Pinka: Let's go to the
beach.

Kinka: OK.

20 – Let's Go to the Beach

Hey, Everybody, let's go.

Let's go to the beach.

Let's go to the restaurant
and the aquarium.

Hey, Everybody, let's go.

Let's go to the farm.

Let's go to the clothes shop

and to the supermarket.

Hey Everybody, let's go.

Let's go to the toy store.

Ouch!

And to the hospital.

21 – Storytime: In the Aquarium

Narrator: Today, Kinka
and Pinka are in the
aquarium! Kinka, how
are you?

Kinka: I'm scared.

Narrator: Why, Kinka?

Kinka: Because I see a
shark.

Pinka: Silly, Kinka! I'm
happy! I see a whale!
It's big!

Narrator: Yes, Pinka,
whales are big and
Kinka, it's OK if you
are scared. Sharks are
scary!

Kinka: Yes, but I also
see a dolphin. It's cute!

Pinka: I see a seahorse.
It's small.

Narrator: Great! You
can see a whale, a
shark, a dolphin and a
seahorse.

Pinka: Wait! I see a
penguin!

Kinka: Oh, yes, I see it,
too.

Narrator: Well done.

How many seahorses do
you see?

Kinka: 1, 2, 3... (pause)

Pinka: How many
Kinka?

Kinka: I see 8!

Narrator: Great! What colors are they?

inka: Red. Green.
Purple. And...

Kinka: Light green. 2
light green sea horses!

Narrator: Well done!
Can you count the shells? How many?

22 – Aquarium Chant

Shark, shark, shark, __.
Seahorse, seahorse,
seahorse, __.
Dolphin, dolphin,
dolphin, __.
Penguin, penguin,
penguin, __.
Whale, whale, whale, __.

Shark, seahorse, dolphin,
penguin, whale. x 2

23 – It's a Shark Chant

It's a, it's a, it's a, it's a,
it's a. x 2
It's a shark. (echo)
It's a seahorse. (echo)
It's a dolphin. (echo)
It's a penguin. (echo)
It's a whale. (echo)
It's a shark.
It's a seahorse.
It's a dolphin.
It's a penguin.
It's a whale.
It's a, it's a, it's a, it's a,
it's a.

24 – Dialogue Unit 3

Kinka: I see a penguin.

Pinka: I see a seahorse.

25 – I See a Shark

I see a shark swimming
left and right. x2
I see a seahorse swimming
left and right. x2
I see a dolphin swimming
left and right. x2
I see a penguin swimming

left and right. x2
I see a whale swimming
left and right. x2
Repeat.

26- Storytime: At the Restaurant

Narrator: Today, Kinka
and Pinka have a big
day planned! How are
you, Kinka?

Kinka: I'm hungry!

Pinka: I'm hungry, too!

Narrator: Kinka, you
have a salad and
chicken. Good choice!

Kinka: Yes and I'm
thirsty, so I have milk,
too!

Narrator: Yummy!

Pinka: Milk!? Ugh,
yucky.

Narrator: Well, Pinka,
what do you want?
Fish? Noodles? Ice
cream? Chicken?
French fries? Salad?
Water? Milk? Juice?

Pinka: I want fish,
French fries and water,
please.

Narrator: Nice choice,
Pinka. What about Dilly
and Rabby? What do
they want?

27 – Restaurant Chant

Fish, fish, fish, __.
Chicken, chicken,
chicken, __.
French fries, French fries,
French fries, __.

Noodles, noodles,
noodles, __.
Fish, chicken, French fries,
noodles. x 2

Salad, salad, salad, __.
Ice cream, ice cream,
ice cream, __.

Water, water, water, __.
Milk, milk, milk, __.
Salad, ice cream, water,
milk. x 2

28 – Dialogue Unit 4

Pinka: I'm hungry!

Kinka: What do you
want?

Pinka: I want fish,
please!

Dilly: I'm thirsty. I want
water, please.

29 – I Want Fish

I'm hungry. I want fish.
I'm hungry. I want chicken.
I'm hungry. I want French
fries.
I'm hungry. I want noodles,
please.
Fish, chicken, French fries,
noodles, salad, ice cream,
water, milk.

I'm hungry. I want salad.
I'm hungry. I want ice
cream.

Now I'm thirsty. I want
water.
I'm still thirsty. I want milk,
please.
Fish, chicken, French fries,
noodles, salad, ice cream,
water, milk.
Repeat.

30 – The Yummy, Yucky Song

Yummy, yummy, yummy,
yummy, yum, yum, yum.
Yummy, yummy, yummy,
cky, yuck, yuck, yuck.

yummy, yum, yum, yum.
Yummy, yummy, yummy,
yummy.
Yummy, yummy, yummy.
Yummy, yummy, yummy,
yum, yum, yum.

Yucky, yucky, yucky,
yucky, yuck, yuck, yuck.
Yucky, yucky, yucky,
yucky, yuck, yuck, yuck.
Yucky, yucky, yucky,
yucky.
Yucky, yucky, yucky.
Yucky, yucky, yu
Repeat.

31 – Storytime: At the Beach

Narrator: Today, Kinka and Pinka are at the beach. Jilly Jellyfish and Tommy Tiger are at the beach, too. Hello, everyone!

All: Hello.

Tommy: Do you have a shell?

Pinka: Yes, I do! I have 11 shells! Do you have a kite, Kinka?

Kinka: Yes, I do! Do you have a towel?

Pinka: Yes, I do! Do you have a shovel, Tommy?

Tommy: No, I don't.

Pinka: Do you have a pail?

Tommy: No, I don't!

Narrator: Pinka, can you share?

Pinka: Sure! I have a towel, a shovel, a pail and 11 shells. Tommy, what do you want?

Tommy: A shell, please.

Pinka: Here you are.

Tommy: Thank you.

Narrator: Nice sharing, Pinka! And what a nice sandcastle, too! How many shells do you see?
Can you count them all?

32 – Beach Chant

Kite, kite, kite, ____.

Pail, pail, pail, ____.
Shovel, shovel, shovel,

____.
Towel, towel, towel, ____.
Shell, shell, shell, ____.
Kite, pail, shovel, towel,
shell. x 2

33 – It's a Kite Chant

It's a, it's a, it's a, it's a,
it's a. x 2

It's a kite. (echo)

It's a pail. (echo)

It's a shovel. (echo)

It's a towel. (echo)

It's a shell. (echo)

It's a kite.

It's a pail.

It's a shovel.

It's a towel.

It's a shell.

It's a, it's a, it's a, it's a,
it's a.

34 – Dialogue Unit 5

Kinka: Do you have a pail?

Pinka: Yes. Do you have a towel?

Kinka: No.

35 – Do You Have a Kite?

Do you have a kite?
(echo)

No, I don't. (echo)

Do you have a pail?
(echo)

No, I don't. (echo)

Do you have a shovel?
(echo)

Yes, I do. (echo)

Do you have a towel?
(echo)

No, I don't. (echo)

Do you have a shell?
(echo)

No, I don't. (echo)

Do you have a kite?
(echo)

Yes, I do. (echo)

36- Storytime: In the Hospital

Narrator: Uh-oh! Kinka and Pinka are in the hospital. Nicky Nurse, Help! What's the matter, Pinka?

Pinka: My arm hurts. In the water, Jilly Jellyfish touched my arm.
It hurts.

Narrator: That's too bad, Pinka.

Pinka: Nicky Nurse is here to help!

Narrator: Great! But, what's the matter with Kinka? Are you OK, Kinka?

Kinka: My leg hurts. At the beach, I was flying my kite and I surprised the bee. He stung my leg!

Narrator: That's too bad.

Kinka: Nicky Nurse is here to help!

Narrator: Well, take care and get well soon!

37 – Hospital Chant

Eye, eye, eye, ____.

Ear, ear, ear, ____.

Mouth, mouth, mouth,
____.

Nose, nose, nose, ____.

Eye, ear, mouth, nose.
x 2

Arm, arm, arm, ____.

Leg, leg, leg, ____.

Tummy, tummy, tummy,
____.

Arm, leg, tummy. x 2

38 – Dialogue Unit 6

Pinka: What's the matter?

Kinka: My tummy hurts.

Pinka: That's too bad.

39 – What' s the Matter ?

What' s the matter ?
My eye hurts.
What' s the matter ?
My ear hurts.
What' s the matter ?
My mouth hurts.
What' s the matter ?
My nose hurts.
That' s too bad.

What' s the matter ?
My arm hurts.
What' s the matter ?
My leg hurts.
What' s the matter ?
My tummy hurts.
What' s the matter ?
My body hurts.
That' s too bad.
Repeat.

40 – I' ve Got an Itch

I' ve got an itch, an itchy,
itchy, itchy, itch.
Itchy eye.
Itchy ear.
Itchy nose, nose, nose.

What shall I do ?
Oh, I' ll scratchy,
scratchy, scratch.
Scratch my eye.
Scratch my ear.
Scratch my nose, nose,
nose.

I' ve got an itch, an itchy,
itchy, itchy, itch.
Itchy arm.
Itchy leg.
Itchy tummy, tummy,
tummy.

What shall I do ?
Oh, I' ll scratchy,
scratchy, scratch.
Scratch my arm.
Scratch my leg.
Scratch my tummy,

tummy, tummy.

41 – Storytime: At the Toy Store

Narrator: It looks like
Kinka and Pinka are
feeling better! Today,
they are in the toy
store!
Look at all the toys!
Kinka, Pinka, what do
you like ?

Kinka and Pinka: We
like bubbles!

Narrator: I can see that!
What else do you like ?

Pinka: I like games and
puzzles.

Kinka: Not me! I like
paints and tops.

Narrator: Kinka, did
you paint Billy Bus ?

Kinka: Yes, I did!

Narrator: That' s great,
Kinka! What else do
you like ?

Kinka: I like cards.

Pinka: Me too!

Narrator: Oh, not me.
But, there are lots of
toys in the toy store.
What do you like ?

42 – Toy Store Chant

Puzzles, puzzles, puzzles,
____.
Games, games, games,
____.
Bubbles, bubbles,
bubbles, ____.
Paints, paint, paints, ____.
Tops, tops, tops, ____.
Cards, cards, cards, ____.
Puzzles, games, bubbles,
paints, tops, cards. x 2

43 – Dialogue Unit 7

Kinka: I like puzzles.

Pinka: Me, too.

Sissy: Not me.

44 – At the Toy Store

I want puzzles. x4
I want puzzles from the
toy store.
I want games. x4
I want games from the
toy store.
I want bubbles. x4
I want bubbles from the
toy store.
I want paints. I want tops.
I want cards. I want toys.
I want toys from the toy
store.

I want paints. I want tops.
I want cards. I want toys.
I want toys from the toy
store.

45 – I Like Puzzles

I like puzzles.
Yes, I do.
I like puzzles.
Yes, I do.
I like puzzles.
How 'bout you ?
Me too. x 5
How 'bout you ?
Not me.

I like games.
Yes, I do.
I like games.
Yes, I do.
I like games.
How 'bout you ?

Me too. x 5
How 'bout you ?
Not me.

I like bubbles.
Yes, I do.
I like bubbles.
Yes, I do.
I like bubbles.
How 'bout you ?
Me too. x 5
How 'bout you ?
Not me.

I like paint.
Yes, I do.
I like tops.
Yes, I do.
I like cards.
How 'bout you?
Me too. x 5
How 'bout you?
Not me.

46 – Bubbles

Bubbles, bubbles,
bubbles, bubbles.
Blowing bubbles.
Bubbles, bubbles,
bubbles, bubbles.
Popping bubbles.
Repeat.

47 – Unit 8 Storytime:

At the Clothes Shop

Narrator: Wow! Look at
Kinka and Pinka in the
clothes shop! Nice hat,
Kinka.

Kinka: Thanks!

Narrator: What are you
wearing, Pinka?

Pinka: I' m wearing light
blue boots and a red
and yellow scarf.
It' s warm!

What are you wearing,
Kinka?

Kinka: I' m wearing a
blue and white sweater.

Narrator: And a black
and purple hat.

Kinka: Oh yeah. I' m
wearing a blue and
white sweater and a
black and purple hat.

Pinka: Kinka, put on the
blue pants and white
sneakers!

Kinka: OK and you put
on the white coat.

Pinka: OK. How about
mittens? I like the pink
and green mittens.

Kinka: I like the orange

and purple mittens.

Narrator: Have fun
trying on clothes.

Kinka and Pinka: Ok.
Thank you.

48 – Clothes Shop Chant

Pants, pants, pants, ____.
Shirt, shirt, shirt, ____.
Sweater, sweater,
sweater, ____.
Coat, coat, coat, ____.
Pants, shirt, sweater,
coat. x 2

Scarf, scarf, scarf, ____.
Mittens, mittens,
mittens, ____.
Boots, boots, boots, ____.
Sneakers, sneakers,
sneakers, ____.
Scarf, mittens, boots,
sneakers. x 2

49 – Dialogue Unit 8

Kinka: I' m cold. What are
you wearing?

Pinka: A red and yellow
scarf. You?

Kinka: A shirt, pants,
mittens and boots.

50 – What Are You Wearing?

What are you wearing?
x3

A black and purple hat.
What are you wearing?
A blue and white sweater.

What are you wearing? x3

A red and yellow scarf.
What are you wearing?
Light blue boots.
Repeat.

51 – Storytime: At the Farm

Narrator: Today is cold.
Kinka and Pinka are at
the farm. Pinka what

are you doing?

Pinka: The cow is cold.
He is wearing my red
and yellow scarf!

Narrator: Ha, ha! That' s
funny, Pinka.

Kinka: I like the horse.

Narrator: What does the
horse say, Kinka?

Kinka: He says neigh,
neigh.

Narrator: Yes, good.

How about the cow,
Pinka? What does a
cow say?

Pinka: A cow says,
Moo-moo.

Narrator: Good! What
says cluck, cluck?

Kinka: A chicken?

Narrator: Yes, a chicken
says cluck, cluck. What
says honk, honk?

Pinka: A goose?

Narrator: Good! And
what says oink, oink?

Kinka: Oink, oink? A pig!

Narrator: Well done.
OK, last one. What says
bah bah?

Kinka and Pinka: A
sheep!

Narrator: Great! What
else do you see at the
farm?

52 – Farm Chant

Chicken, chicken,
chicken, ____.
Cow, cow, cow, ____.
Goose, goose, goose,
____.
Horse, horse, horse, ____.
Pig, pig, pig, ____.
Sheep, sheep, sheep,
____.
Chicken, cow, goose,
horse, pig, shep. x 2

53 – It' s a Chicken Chant

It' s a, it' s a, it' s a,

it' s a, it' s a. x 2
It' s a chicken. (echo)
It' s a cow. (echo)
It' s a goose. (echo)
It' s a horse. (echo)
It' s a pig. (echo)
It' s a sheep. (echo)
It' s a chicken.
It' s a cow.
It' s a goose.
It' s a horse.
It' s a pig.
It' s a sheep.
It' s a, it' s a, it' s a,
it' s a, it' s a.

54 – Dialogue Unit 9

Pinka: What says moo-
moo?

Kinka: A cow!

Pinka: Good!

55 – On the Farm

Kinka and Pinka on the
farm.

What do the animals say?

*A chicken says cluck,
cluck, cluck. x2

What do the animals say?

*A cow says moo, moo,
moo. x2

*A goose says honk, honk,
honk. x2

*A horse says neigh,
neigh, neigh. x2

*A pig says oink, oink,
oink. x2

*A sheep says bah, bah,
bah. x2

56 – This Is the Way

This is the way a horse
walks, a horse walks,
a horse walks.

This is the way a horses
walks. Clippity, clippity,
clop.

This is the way a bee flies,
a bee flies, a bee flies.

This is the way a bee flies.

Buzzy, buzzy, buzz.
This is the way a crab
crawls, a crab crawls, a
crab crawls. This is the
way a crab crawls.
Crawly, crawly, crawl.
(Karaoke.)

57 – Storytime: In the Supermarket

Narrator: Today, Kinka
and Pinka are shopping
in the supermarket.

What are they buying?

Pinka: We are buying
vegetables. There are
onions, peppers,
cucumbers, carrots,
tomatoes and corn.

Narrator: That' s right,
Pinka. Kinka, what do
you have?

Kinka: I have an onion
and a pepper. Pinka,
do you like peppers?

Pinka: No, I don' t. But, I
like cucumbers,
tomatoes and corn!
How about you, Kinka?
Do you like cucumbers,
tomatoes and corn?

Kinka: Yes, I do!
Yummy! Oh, I' m
hungry!

Pinka: You are always
hungry, Kinka.

Kinka: Ha, ha!

Narrator: I' m hungry,
too. Kinka and I like all
vegetables. How about
you? Do you like onions,
peppers, cucumbers,
carrots, tomatoes and
corn?

58 – Supermarket Chant

Carrots, carrots, carrots,
_____.

Corn, corn, corn, _____.

Cucumbers, cucumbers,
cucumbers, _____.

Onions, onions, onions,
_____.

Peppers, peppers,
peppers, _____.

Tomatoes, tomatoes,
tomatoes, _____.

Carrots, corn, cucumbers,
onions, peppers,
tomatoes. x 2

59 – Dialogue Unit 9

Kinka: Do you like
carrots?

Pinka: No, I don' t.

Holly: Yes, I do.
Yummy.

60 – Do You Like Vegetables?

Do you like carrots?

Yes, I do.

Do you like corn?

No, I don' t.

Do you like carrots?

No, I don' t.

Do you like corn?

Yes, I do.

Do you like cucumbers?

Yes, I do.

Do you like onions?

No, I don' t.

Do you like cucumbers?

No, I don' t.

Do you like onions?

Yes, I do.

Do you like peppers?

Yes, I do.

Do you like tomatoes?

No, I don' t.

Do you like peppers?

No, I don' t.

Do you like tomatoes?

Yes, I do.

61 – Make a Salad

Wash lettuce. (echo)

Wash cucumbers. (echo)

Wash tomatoes. (echo)

Make a salad.
Cut lettuce. (echo)
Cut cucumbers. (echo)
Cut tomatoes. (echo)
Make a salad.
Toss lettuce. (echo)
Toss cucumbers. (echo)
Toss tomatoes. (echo)
Make a salad.
Eat lettuce. (echo)
Eat cucumbers. (echo)
Eat tomatoes. (echo)
Eat a salad.

Happy Valley 1

Workbook

Dialogues

Track # – Name

1 – Unit 1 A

T: Let' s color. What color do you want ?
S: ___, please.
T: Here you are.
S: Thank you.
T: Honk, honk! It' s a truck. What is it ?
S: It' s a truck.
T: What color is it ?
S: It' s ___.

2 – Unit 1 B

T: Let' s color. What color do you want ?
S: ___, please.
T: Here you are.
S: Thank you.
T: Choo, choo! It' s a train. What is it ?
S: It' s a train.
T: What color is it ?
S: It' s ___.

3 – Unit 1 C

T: Let' s color. What color do you want ?
S: ___, please.

T: Here you are.
S: Thank you.
T: Brum, brum! It' s a bus. What is it ?
S: It' s a bus.
T: What color is it ?
S: It' s ___.

4 – Unit 1 D

T: Color the stickers.
S: *Color. Stick.*
T: *Point to a sticker. What is it ?*
S: It' s a ___ ___.
Repeat with other stickers.

Unit 2

5 – Unit 2 A

T: The farm. Where ?
S: The farm.
T: Let' s go to the farm!
S: OK! *Draw a line to the farm.*

6 – Unit 2 B

T: The beach. Where ?
S: The beach.
T: Let' s go to the beach!
S: OK! *Draw a line to the beach.*

7 – Unit 2 C

T: The toy store. Where ?
S: The toy store.
T: Let' s go to the toy store!
S: OK! *Draw a line to the toy store.*

8 – Unit 2 D

T: The clothes shop. Where ?
S: The clothes shop.
T: Let' s go to the clothes shop!
S: OK! *Draw a line to the clothes shop.*

Unit 3

9 – Unit 3 A

T: Let' s point and count

to 12.
S: Pointing. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12.
T: Connect the dots.
S: *Connect the dots.*
Finished.
T: What is it ?
S: It' s a penguin.

10 – Unit 3 B

T: Let' s point and count to 12.
S: Pointing. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12.
T: Connect the dots.
S: *Connect the dots.*
Finished.
T: What is it ?
S: It' s a dolphin.

11 – Unit 3 C

T: Let' s point and count to 12.
S: Pointing. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12.
T: Connect the dots.
S: *Connect the dots.*
Finished.
T: What is it ?
S: It' s a shark..

12 – Unit 3 D

T: Let' s point and count to 12.
S: Pointing. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12.
T: Connect the dots.
S: *Connect the dots.*
Finished.
T: What is it ?
S: It' s a whale.

Unit 4

13 – Unit 4 A

T: How are you ?
S: I' m hungry.
T: What do you want ?
S: I want salad, please.
T: Here you are. *Give sticker.*
S: Thank you.

Yummy/Yucky.

14 – Unit 4 B

T: How are you?

S: I' m hungry.

T: What do you want?

S: I want noodles, please.

T: Here you are.

Give sticker.

S: Thank you.

Yummy/Yucky.

15 – Unit 4 C

T: How are you?

S: I' m hungry.

T: What do you want?

S: I want French fries, please.

T: Here you are.

Give sticker.

S: Thank you.

Yummy/Yucky.

16 – Unit 4 D

T: How are you?

S: I' m thirsty.

T: What do you want?

S: I want milk, please.

T: Here you are.

Give sticker.

S: Thank you.

Yummy/Yucky.

Unit 5

17 – Unit 5 A

T: *Point to 1.* What is it?

S: 1.

T: Color 1 purple.

S: *Find the purple crayon.* Color.

T: *Point to 2.* What is it?

S: 2.

T: Color 2 pink.

S: *Find the pink crayon.* Color.

T: **Point to 3.** What is it?

S: 3.

T: Color 3 light blue.

S: *Find the light blue crayon.* Color.

T: Do you have a shovel?

S: No.

T: Do you have a kite?

S: Yes.

18 – Unit 5 B

T: *Point to 1.* What is it?

S: 1.

T: Color 1 blue.

S: *Find the blue crayon.* Color.

T: *Point to 2.* What is it?

S: 2.

T: Color 2 light blue.

S: *Find the light blue crayon.* Color.

T: *Point to 3.* What is it?

S: 3.

T: Color 3 light green.

S: *Find the light green crayon.* Color.

T: Do you have a shell?

S: No.

T: Do you have a towel?

S: Yes.

19 – Unit 5 C

T: *Point to 1.* What is it?

S: 1.

T: Color 1 green.

S: *Find the green crayon.* Color.

T: *Point to 2.* What is it?

S: 2.

T: Color 2 brown.

S: *Find the brown crayon.* Color.

T: Do you have a pail?

S: No.

T: Do you have a shovel?

S: Yes.

20 – Unit 5 D

T: Do you have a shell?

S: Yes.

T: Do you have a kite?

S: No.

T: Find the kite.

S: *Find. Stick.*

T: Do you have a shell?

S: Yes.

T: Do you have a shovel?

S: No.

T: Find the shovel.

S: *Find. Stick.*

T: Do you have a shell?

S: Yes.

T: Do you have a pail?

S: No.

T: Find the pail.

S: *Find. Stick.*

Unit 6

21 – Unit 6 A

T: My eye hurts. What' s the matter?

S: My eye hurts.

T: What' s the matter?

S: My eye hurts.

T: That' s too bad. Here you are. *Give sticker.*

S: Thank you. *Stick.*

22 – Unit 6 B

T: My ear hurts. What' s the matter?

S: My ear hurts.

T: What' s the matter?

S: My ear hurts.

T: That' s too bad. Here you are. *Give sticker.*

S: Thank you. *Stick.*

23 – Unit 6 C

T: My tummy hurts.

What' s the matter?

S: My tummy hurts.

T: What' s the matter?

S: My tummy hurts.

T: That' s too bad. Here you are. *Give sticker.*

S: Thank you. *Stick.*

24 – Unit 6 D

T: My leg hurts. What' s the matter?

S: My leg hurts.

T: What' s the matter?

S: My leg hurts.

T: That' s too bad. Here you are. *Give sticker.*

S: Thank you. *Stick.*

Unit 7

25 – Unit 7 A

T: Let' s do a puzzle.

S: *Arrange the sticker pieces.* Finished!

T: OK. *Point.* What are they ?

S: Games.

T: I like games.

S: Me too/Not me.

T: *Point.* What are they ?

S: Puzzles.

T: I like puzzles.

S: Me too/Not me. *Stick.*

26 – Unit 7 B

T: Let' s do a puzzle.

S: *Arrange the sticker pieces.* Finished!

T: OK. *Point.* What are they ?

S: Bubbles.

T: I like bubbles.

S: Me too/Not me.

T: *Point.* What are they ?

S: Paints.

T: I like paints.

S: Me too/Not me. *Stick.*

27 – Unit 7 C

T: Let' s do a puzzle.

S: *Arrange the sticker pieces.* Finished!

T: OK. *Point.* What are they ?

S: Tops.

T: I like tops.

S: Me too/Not me.

T: *Point.* What are they ?

S: Cards.

T: I like cards.

S: Me too/Not me. *Stick.*

28 – Unit 7 D

T: Circle what you like.

S: *Circle.*

T: Say what you like.

S: I like _____. How about you ?

T: Me, too/Not me.

Unit 8

29 – Unit 8 A

T: Help Pinka find her clothes.

S: *Follow the maze.*

Coat, scarf, boots.

T: What' s Pinka wearing ?

S: A coat, a scarf and boots. *Find. Stick.*

T: What are you wearing ?

S: _____.

30 – Unit 8 B

T: Help Kinka find his clothes.

S: *Follow the maze.*

Sweater, pants, sneakers.

T: What' s Kinka wearing ?

S: A sweater, pants and sneakers. *Find. Stick.*

T: What are you wearing ?

S: _____.

31 – Unit 8 C

T: Help Pinka find her clothes.

S: *Follow the maze.*

Coat, scarf, mittens, sneaker.

T: What' s Pinka wearing ?

S: A coat, a scarf, mittens and sneakers. *Find. Stick.*

T: What are you wearing ?

S: _____.

32 – Unit 8 D

T: Help Kinka find his clothes.

S: *Follow the maze.*

Shirt, pants, mittens, boots.

T: What' s Kinka wearing ?

S: A shirt, pants, mittens and boots. *Find. Stick.*

T: What are you wearing ?

S: _____.

Unit 9

33 – Unit 9 A

T: *Point to the text.*

What says moo-moo ?

S: *Gesture.* A cow.

T: Good. Find the cow.

Show stickers.

S: *Find. Stick.*

T: What does a cow say ?

S: Moo-moo.

T: *Point to the text.*

What says baa-baa ?

S: *Gesture.* A sheep.

T: Good. Find the sheep.

Show stickers.

S: *Find. Stick.*

T: What does a sheep say ?

S: Baa-baa.

34 – Unit 9 B

T: *Point to the text.*

What says oink-oink ?

S: *Gesture.* A pig.

T: Good. Find the pig.

Show stickers.

S: *Find. Stick.*

T: What does a pig say ?

S: Oink-oink.

T: *Point to the text.*

What says cluck-cluck ?

S: *Gesture.* A chicken.

T: Good. Find the chicken.

Show stickers.

S: *Find. Stick.*

T: What does a chicken say ?

S: Cluck-cluck.

35 – Unit 9 C

T: *Point to the text.*

What says neigh-neigh ?

S: *Gesture.* A horse.

T: Good. Find the horse.

Show stickers.

S: *Find. Stick.*

T: What does a horse say ?

S: Neigh-neigh.

T: *Point to the text.*

What says honk-honk ?

S: *Gesture.* A goose.

T: Good. Find the goose.

Show stickers.

S: Find. Stick.

T: What does a goose say?

S: Honk-honk.

36 – Unit 9 D

T: Point to the picture.

What's missing?

S: Gesture. A cow.

T: Good. Find the cow.

Show stickers.

S: Find and stick.

T: What does a cow say?

S: Moo-moo.

T: Point to the picture.

What's missing?

S: Gesture. A pig.

T: Good. Find the pig.

Show stickers.

S: Find and stick.

T: What does a pig say?

S: Oink-oink.

T: Point to the picture.

What's missing?

S: Gesture. A sheep.

T: Good. Find the sheep.

Show stickers.

S: Find and stick.

T: What does a sheep say?

S: Baa-baa.

Unit 10

37 – Unit 10 A

T: Do you like carrots?

S: Yes, I do/No, I don't.

Stick yes or no stickers.

T: Ask me.

S: Do you like carrots?

T: Yes, I do/No, I don't.

S: Stick yes or no sticker.

T: Do you like corn?

S: Yes, I do/No, I don't.

Stick yes or no stickers.

T: Ask me.

S: Do you like corn?

T: Yes, I do/No, I don't.

S: Stick yes or no sticker.

38 – Unit 10 B

T: Do you like cucumbers?

S: Yes, I do/No, I don't.

Stick yes or no stickers.

T: Ask me.

S: Do you like cucumbers?

T: Yes, I do/No, I don't.

S: Stick yes or no sticker.

T: Do you like onions?

S: Yes, I do/No, I don't.

Stick yes or no stickers.

T: Ask me.

S: Do you like onions?

T: Yes, I do/No, I don't.

S: Stick yes or no sticker.

39 – Unit 10 C

T: Do you like peppers?

S: Yes, I do/No, I don't.

Stick yes or no stickers.

T: Ask me.

S: Do you like peppers?

T: Yes, I do/No, I don't.

S: Stick yes or no sticker.

T: Do you like tomatoes?

S: Yes, I do/No, I don't.

Stick yes or no stickers.

T: Ask me.

S: Do you like tomatoes?

T: Yes, I do/No, I don't.

S: Stick yes or no sticker.

40 – Unit 10 D

T: Point to sticker. What is it?

S: It's a _____. Stick.

Do you like ___?

T: Yes, I do/No, I don't.

How about you?

S: Yes, I do/No, I don't.

Repeat with all stickers.

Review Pages

41 – Review 1

T: Point. What is it?

S: It's a salad.

T: Where does the salad go?

S: The restaurant. Trace

the line to connect

T: Point. What is it?

S: It's a carrot.

T: Where does the carrot go?

S: The supermarket.

Trace the line to connect

T: Point. What is it?

S: It's a pail.

T: Where does the pail go?

S: The beach. Trace the line to connect

T: Point. What is it?

S: It's a top.

T: Where does the top go?

S: The toy store.

Trace the line to connect

42 – Review 2

T: What's missing? Let's count.

S: 11, 12, 13.

T: Find 13.

S: Find. Stick.

T: What's missing? Let's count.

S: 11, 12, 13, 14, 15, 16, 17.

T: Find 17.

S: Find. Stick.

T: What's missing? Let's count.

S: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.

T: Find 20.

S: Find. Stick.

43 – Review 3

S: What are you wearing, Kinka?

T: I'm wearing a hat, a shirt, pants and sneakers.

S: Listen. Dress Kinka.

S: What are you wearing, Pinka?

T: I' m wearing a coat, a scarf, mittens and boots.

S: *Listen. Dress Pinka.*

44 – Review 4

S: I' m hungry.

T: What do you want ?

S: *Stick. I want _____.*

S say more than one food.

45 – Review 5

S: I like _____. *S say more than one toy.*

T: Me too/Not me.

Web Resources

Lesson Plans for a year of lessons.

Routines, Games and Activities Bank.

Videos showing gestures and dances.

Happy Valley Blog.

See all at happyvalley.tv

Abbreviations

S: student(s)

T: teacher

P: parent

HV 1: Happy Valley 1

LP: lesson plan

SB: student book

WB: workbook

FC: flashcard(s)

U: unit

Q: question

A: answer