



**Teachers' and  
Parents' Guide**

**4**

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# Methodology

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*Graded Immersion* exposes students to the same level of language in many different contexts. Happy Valley Phonics Book 4 uses the same language over and over in a story-driven narrative to engage young learners without overwhelming them.

In Happy Valley Phonics 1 to 3, students learned to recognize letters and their sounds, and to read and write three-letter words. Book 4 reviews these concepts, but also focuses on reading comprehension and fluency.

## Overview

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### Book Objective

Students can *read and understand* words better if they can already *hear and understand* them, and say them themselves. The singing and speaking tasks in this book introduce language students will later read.

Each unit has tasks that teach students to recognize and tell apart sounds, helpful for those not exposed to the sounds of English from birth. By developing listening skills with these tasks, students can better understand the language they hear.

Each unit starts with an audio story, with natural conversations and pictures to help understanding. Songs use different grammatical patterns to talk about the story. By singing and either pointing to the pictures or acting out the story, students receive an “extensive speaking” experience with graded grammar. Grammar chants in each unit provide more language learning. See the *Activity Ideas* section in this guide for more information.

### Phonanimals Chart

The Phonanimals chart on P53 has many uses. The teacher can play the Phonics Song (Track 74) while students sing and watch the teacher’s mouth to copy enunciation. Students can trace letters with fingers to practice stroke order for writing. The page can be removed from the book and laminated. Students can practice tracing letters with a pencil on the plastic surface before writing in their books. This extra step reduces the need for too many discouraging corrections.

### Flashcards

All **FC** for this book are free to download from the Happy Valley website. The *In Class* set includes Phonanimals, letters a-z, prepositions, all other vocabulary listed in alphabetical order and three-letter word text cards in alphabetical order. The *At Home* set is for extra work with an adult. Please see ideas in the various *At Home* sections below.

# Lesson Timing

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Happy Valley Phonics Book 4 can be used by itself or along with any elementary course book. Each unit lasts for five lessons, with a review recommended every two units, for a total of 44 lessons. Please see the *Lesson Plans* section below for more details.

## Lesson Plans

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Please download the *Happy Valley Phonics 4 Weekly Guide* from [happyvalley.tv](http://happyvalley.tv), which show how to pace the lessons, including what to do in class and what to give for homework. If Happy Valley Phonics Book 4 is being used along with another book, just follow the instructions in the *Activity Ideas* sections below. If it is being used on its own, use the *Extended Use* activities too. As students learn better when parents are involved, we provide ideas for use at home in the *At Home* sections below and a free-to-download **FC At Home** set.

## Targets

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A list of targets on P52 of the book gives students a set of achievable goals. Explain the target goals to students and their parents at the beginning of each unit. The targets are general guidelines; children usually don't progress in a predictable way. The teacher should use targets as a way of motivating and encouraging students.

## Happy Valley Phonics Book 4 Activity Ideas: Odd-Numbered Units

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### Storytime

*Storytime* is the first page of each unit. A picture featuring the Phonanimals playing in Happy Valley is filled with details that will help **T** introduce language to **S**. Talk about the picture. See if **S** can find details in the pictures. Ask questions like *Who's he?*, *How's the weather?*, *How is she?*, *What's (Cally) doing?* and *Where is the (fish)?* Answer questions along with **S** to show them the language patterns: *He's (Ally Ant)*. *It's (raining)*. *It's (on the table)*. Then play the audio track and have **S** point to the pictures.

### In Class Extended Use:

The *Storytime* audio story can also be used for *shadowing*. In *shadowing* **S** try to speak along with the audio track, mimicking intonation and pronunciation. Some young children might not be ready to *shadow*, but they can be encouraged to try.

Once **S** are used to *shadowing*, have **S** act out the story along with the *Storytime* audio track. Divide **S** into pairs and assign roles for them to perform. Turn on the audio track and point like a conductor to signal when different pairs of **S** should play their assigned role. Encourage **S** to use exaggerated gestures to

indicate the actions or feelings of the characters in the story. For reference, Storytime scripts are provided in the CD Content section of this guide.

#### **At Home Extended Use:**

Parents should play the audio story track for *Storytime* often at home or in the car. Familiarity will help **S** connect to the language and participate more readily.

### **Storytime Songs**

The songs on the *Storytime* page are speaking exercises that show **S** how to tell stories. Practicing these songs is important for learning how to use language in context. Singing while pointing to pictures or acting out the story with gestures is the best way for **S** to connect the language with its meaning. Allow **S** to choose how they want to interact with the songs. Shy **S** might prefer pointing, while more outgoing children might prefer dancing with gestures. Regardless, encourage **S** to pronounce the words carefully. If **S** have difficulty singing the songs at normal speed, turn off the audio track and sing very slowly with exaggerated enunciation to help **S** learn the songs. Make sure **S** watch and copy **T** mouth movements.

#### **In Class Extended Use:**

Teach gestures for the songs. Big dance gestures work well for active groups, but small hand gestures are good for shy **S**. When **S** are comfortable with the gestures, have pairs of **S** act out the Phon-animal roles as the song plays. **T** direct **S** like a conductor to cue pairs of **S** when it is their turn to participate.

#### **At Home Extended Use:**

**S** can sing and gesture at home for homework. Parents should be an encouraging audience. The positive, shared experience at home can work as a powerful tool to motivate **S**. Parents can also help by playing the songs and

extensive listening tracks as background music at home or in the car. Remember: repeated exposure is an important part of the graded immersion experience.

### **Say and Write: Right Side**

The right side of the *Say and Write* section introduces the Phonanimals and the letters that they represent. **S** need to be able to say the names of all the Phonanimals clearly. **T** say the names slowly with exaggerated pronunciation while **S** copy **T** mouth movements. Then play the audio track so **S** can point and say the names at a faster speed.

Point out the red dots attached to the featured letters. **S** should always start writing from the red dots. Correct stroke order is important because it allows **S** to feel the forms of the letters with their bodies.

First, **S** practice drawing letters using big gestures in the air with their fingers while speaking along with the audio track. Next they can try writing the letters, one by one. **S** write while simultaneously chanting the sounds of the letters they are writing. **S** chant and write as a group at first. Once **S** understand the task well, they can chant and write at their own pace. **S** continue the exercise until they have written four letters in each space. **T** correct stroke order or line placement, and remind **S** to chant the sounds in a confident voice as they write each letter.

#### **In Class Extended Use:**

**T** call out the sound of a featured letter at random (*a, a*). **S** chant the Phonanimal name that matches the letter (*Ally Ant*) and write one letter on the line for that letter. Continue calling out letter sounds to check if **S** can tell apart similar sounds and name all the Phonanimals.

With more confident writers, turn on the audio track and have **S** chant and write on lined paper at the same speed as the chant.

#### **At Home Extended Use:**

Writing sheets used in class can be used at home, too, or have **S** use their Phon-animals charts at home. **S** should listen and sing the Phonics Song while writing either in the air with their fingers or tracing with a pencil over the letters. Laminated pages work well because **S** can write with a pencil without leaving any marks.

### **Say and Write: Left Side**

**T** name all pictures with clear, exaggerated enunciation. **S** say words they already know along with **T**. Say each word twice and have **S** repeat while looking at **T** mouth movements for guidance. **T** then play the audio track to encourage **S** to point and chant the words. Repeat to build confidence.

Now **S** draw lines to connect the words in each box that start with the same sound. **T** watch for **S** who are confused with the sounds and model the pronunciation of all three pictures in the box. This should reveal the correct answer. Ideally, **S** will be able to say the words to themselves and do the task independently, but some **S** might not be able to remember all the vocabulary. **S** who need more help should practice the chant at home with the audio CD.

#### **In Class Extended Use:**

This task can be re-used later as a warm-up exercise, or **S** can sort **FC** with the same sounds. **T** put a few cards in the stack that sound similar but don't match. Support **S** who feel confused by modeling proper pronunciation and having individual **S** repeat.

#### **At Home Extended Use:**

**S** should listen to the audio track while

pointing and chanting so that they can say the words independently.

### **Point and Chant**

The *Point and Chant* page provides speaking practice on grammar and vocabulary that repeat throughout the book. **S** should practice speaking the language with **T** slowly. Then **T** play the audio track and have **S** point and sing. When **S** are confident, they can pair gestures with the chant rather than pointing. **S** then form pairs and take turns asking and answering questions about the pictures. **S** can color the dots provided on the page. Assign a few dots per week.

#### **In Class Extended Use:**

Practice the language with a gesture game. Show a picture for one **S** to act out with a gesture. **T** ask *How is he? What's she doing? or Where is it?* **S** answer based on the gesture. Shy groups can work as teams, with every member of one team doing the gesture together for the other team to guess.

#### **At Home Extended Use:**

Parents can practice the language at home with the student as homework. First have **S** chant and gesture with the audio track for confidence.

### **Listen and Look: Top**

The top task of the *Listen and Look* page focuses on telling apart vowel sounds. A menu of Phonanimals lets **T** isolate the featured sounds for **S**. **T** pronounce the sounds (*a, a, Ally Ant; o, o, Olly Octopus; u, u, Uncle Umpire*) and **S** copy the sounds and mouth movements. Now **T** name each picture with clear enunciation and **S** repeat. Watch for **S** who are having trouble, and then repeat difficult words more slowly while **S** watch and copy again. Now play the audio track and have **S** point and chant. Repeat for confidence. **S** now color pictures according to the middle vowel sounds. If

needed, **T** guide **S** to work as a group. **T** name each picture and follow with the sounds of each vowel (*cup: Ally Ant, Olly Octopus, Uncle Umpire*). Have **S** raise a crayon or pen in the air to show the color that represents the sound they hear. If **S** hesitate, repeat with exaggeration. Color correctly together.

### **In Class:**

Have **S** form pairs and give each pair a stack of 3-letter word **FC**. Have **S** name the cards and sort by vowel sound. **T** assist **S** who cannot name cards or are not confident of the middle vowel sounds. **T** name picture with exaggerated pronunciation and follow with the sounds of each vowel (*cup: Ally, Olly, Uncle*).

### **At Home:**

Repeat the In Class activity. Make sure only featured vowels are used to avoid confusion. If unsure of the vowel sounds, have **S** say them with the audio CD first.

## **Listen and Look: Bottom**

The bottom task on the *Listen and Look* page highlights alphabet letters that are often confused. By focusing on these letters and the way to write them properly, **S** learn the differences between the letters. **T** name the Phonanimals along with **S** while writing the letters in the air with fingers and saying the sounds. Encourage **S** to notice differences in the letters and describe them with words. Then help **S** name all vocabulary in the task, being careful to articulate all the sounds, with **S** copying the mouth movements of **T**. Then, **T** play the audio track while **S** point and chant. **S** use pencils to write the appropriate letters on the lines. **T** supports **S** who need help.

### **In Class Extended Use:**

Writing letters in the air with big gestures lets **S** experience them in a new way using multiple senses. Or, give **S** a picture **FC** with one of the featured letter sounds in the initial position (e.g., "gum" for g). Have **S** write the letter with big

strokes on the whiteboard. Other **S** call out the letter sound with its Phonanimal (g-g-Golly Goat). Allow **S** to take turns writing.

### **At Home Extended Use:**

Parents can show children pictures from the FC. Children name the pictures and write the initial letter on lined paper. Repeat for **S** who confuse the letters in small daily sessions. Children who are more advanced can listen to the Phonics Song and write the entire alphabet while singing.

## **Match and Blend: Top**

The top part of the *Match and Blend* page helps **S** recognize the sounds represented by the featured letters. **T** play the audio track to review the names of the Phonanimals. Then **S** use pencils to draw lines connecting the Phonanimals to their letters. If needed, use **FC** to practice matching Phonanimals and their letters before beginning the writing task.

### **In Class Extended Use:**

Using FC, **S** match letters with their Phonanimals and words beginning with those letters. **T** give letter cards and a few picture cards to pairs of **S**. **S** make groups for each letter card by saying the sound with each word (*a, a, apple*) and placing word cards next to the matching letter card (a). **T** support **S** who confuse sounds or letters.

### **At Home Extended Use:**

**T** can prepare extra writing prints for **S** to use at home. Parents should provide support without being critical.

## **Match and Blend: Bottom**

The bottom part of the *Match and Blend* page is a puzzle that teaches blending skills. First, play the audio track to help **S** name all the pictures. Next, show examples of how to blend three letter sounds into a word. Then, encourage **S** to sound

out and blend the written words in the task and circle the pictures that match. Pictures are chosen to have similar sounds so that **S** learn critical thinking strategies. Confusion over the similar sounds provides a teaching opportunity.

**In Class Extended Use:**

Give pairs of **S** letter cards of vowels and consonants. **S** take turns mixing two consonant cards with a vowel and having their partner try to sound out the nonsense word, such as *sug*, *tod*, etc.

**At Home Extended Use:**

Refrigerator magnets or **FC** can be used to make real or nonsense words by combining consonants and vowels. Parents and children can make three-letter combinations and then try to sound them out.

## Read for Speed

*Read for Speed* gives **S** a chance to rapidly name and blend sounds in the simple illustrated story. **S** should not only read the sounds of the words correctly but imagine the story they tell. **T** support **S** as they decode the text. Then **S** read the text slowly several times as a group. When **S** are ready, have them read along with the CD. The first of four speeds included on the audio track has a model reading, but the other three speeds are a karaoke version. The increasing speeds encourage **S** to read quickly.

**In Class Extended Use:**

Try fun variations on the *Read for Speed* task, such as reading while standing on one leg, while holding their books and spinning around in one place, or in the voice of a familiar cartoon character.

**At Home Extended Use:**

**S** can read along with the audio track at home as a homework assignment. Parents should watch and encourage without being critical. When **S** is confident, turn off the CD and have **S** read alone. Competitive **S** might enjoy using a timer to see how fast they can read the passage. Some **S** might eventually memorize the text and recite it rather than read it. To counter this, ask them to read lines in a different order or read individual words.

# Happy Valley Phonics Book 4 Activity Ideas: Even-Numbered Units

## Storytime

See Activity Explanations: Odd-Numbered Units' Storytime section above.

## Write and Read: Top

*Write and Read* is a task found in even-numbered units. The top task continues the work introduced in the *Say and Write* and *Point and Chant* sections from the preceding odd-numbered unit. **S** should already be familiar with the basic concepts. Ask **S** to name the Phonanimals and write the letters with their fingers while saying the sounds. Now ask **S** to name the vocabulary used in the top exercise. **S** say the words together while watching **T** model pronunciation. Then play the audio track and have **S** point and say. Watch that **S** are confidently articulating all the sounds in the words. Repeat for confidence. **S** then write the initial sounds of the words shown in the pictures. **T** helps **S** write properly within the lines, stay on task and remember the vocabulary.

### In Class Extended use:

Put picture **FC** on the board with numbers next to them. Have **S** write numbers on lined paper. **S** name the pictures and write their initial sounds next to the correct numbers. A laminated Phonanimals chart can provide support.

### At Home Extended use:

Repeat the *In Class* activity at home. Children should first sing the Phonics Song or the *Say and Write* chant for the unit while writing letters either in the air with fingers or on paper.

## Write and Read: Bottom

The bottom task of *Write and Read* continues with the same skills as the bot-

tom task of *Match and Blend* from the previous unit. Now, instead of reading a word and choosing one of two pictures to match, **S** are asked and choose between two similar words to name a picture. First ask **S** to name the pictures shown. Then **S** should be left alone to solve the puzzle. **T** support **S** who have trouble reading the words all the way to the end, making correct sounds or blending. However, it is important to allow **S** time to think for themselves first.

### In Class Extended use:

Give **S** a list of decodable words and have them draw pictures of what they think the words represent.

### At Home Extended use:

Use the At Home **FC** to match three-letter words to pictures.

## Sing and Say

The *Sing and Say* section in even-numbered units always reinforces the prepositions *in*, *on* and *under* using the target vocabulary from the preceding unit. The melody for the song on the audio track is the same, but the lyrics are different. The picture helps **S** understand the grammar. Ask **S** about the picture, saying *Where's the (ax)?* and *What's (in the glass)?* Use hand gestures while modeling *It's (on the drum)* and *(An ant)*. **S** copy gestures and look at the picture. Now **T** play the audio track and lead **S** in singing the song. Repeat with hand gestures for the prepositions. **S** then work in pairs. One **S** points to a detail in the pictures and asks the target question(s). The other **S** answers the question(s). Take turns.

### In Class Extended use:

Bring the lesson out of the book by put-

ting picture **FC** around the room, under the table, on the chair, etc. **T** ask **S** about the items using the target language. **S** can make questions as well.

#### **At Home Extended use:**

Repeat the pair work of asking and answering about the picture at home. First **S** should listen to the audio track and sing with gestures.

### **Sound Skills: Top**

The *Sound Skills* page featured in even-numbered units focuses on two main skills: vowel discrimination (telling apart the vowel sounds) and phonological awareness (knowing the individual sounds).

The top activity asks **S** to write the vowel sounds used in the vocabulary shown. **T** review the vowel sounds by naming the Phonanimals and their sounds with **S**. Then **T** and **S** name all vocabulary with clear, exaggerated enunciation. **T** play the audio track and **S** point and chant along. **S** should enunciate all sounds carefully. Then **S** write the vowel sounds of the words. Help **S** who confuse sounds by pronouncing the words and the vowel choices.

#### **In Class Extended use:**

**S** sort word **FC** by vowel. **S** can work in pairs to name pictures and place them under the correct letter cards. **T** support **S** who have trouble by naming the pictures and pronouncing the words clearly.

#### **At Home Extended use:**

Parents can repeat the *In Class* activity. Play the audio track and have **S** practice saying the sounds first.

### **Sound Skills: Bottom**

The bottom activity of the *Sound Skills* page focuses on phonological awareness. It is intended to stimulate an ongoing conversation between **T** and **S** about

sounds they hear in words. **T** name a picture and ask **S** how many sounds they hear. No answer is wrong, but the number of sounds a student hears is an indication of their level of phonological awareness. For example, **T** say a word (*tent*). **S** might hear two sounds (*te - nt*), or they might hear three sounds (*t-e-nt*). **T** help **S** to hear four sounds (*t-e-n-t*) by counting sounds out on fingers while speaking the word slowly. **S** write the number for the sounds they hear in the boxes provided. When **S** are new to this task, **T** should work with them as a group. Later, as **S** grow in confidence, they can write their answers independently and then compare.

#### **In Class Extended use:**

Use the **FC** on the website to expand the activity with more words.

#### **At Home Extended use:**

Use the picture **FC** to repeat the *In Class* activity at home. Household objects can also be used.

### **Puzzle: Top**

The *Puzzle* section found in all even-numbered units offers different kinds of fun puzzles for **S** to play with familiar concepts. **T** help **S** to understand the puzzle, and then **S** work independently to solve it. **T** provide support for weaker **S**, but try to get **S** to think for themselves. Always have the Phonanimals chart handy.

#### **In Class Extended use:**

**T** put pictures from the puzzle (and any other suitable pictures from previous units) on the whiteboard and ask **S** to try to spell the words by ear. Words should use only letters that **S** have already studied, or else **T** prepare papers with the unfamiliar letters already written, and blank spaces for **S** to fill in with letters they know.

### **At Home Extended use:**

Parents choose some picture cards for words found in the unit. **S** use letter cards or refrigerator magnets to make the words. **S** can sing the Phonics Song while writing with fingers on the Phonanimals chart as a warm-up.

### **Puzzle: Bottom**

The bottom task of the *Puzzle* page (except Unit 6, which has one full-page activity) develops reading comprehension by encouraging **S** to imagine what the words describe. **S** add details to complete a picture. Reading and understanding the written clue gives **S** the information they need to complete the drawings.

**T** explains what **S** must do. **S** then work independently. **T** support **S** who are struggling to decode the text or understand how the combined words form a complete idea. Reviewing the *Sing and Say* song from the unit beforehand is helpful.

### **In Class Extended use:**

**T** can prepare a print with more text examples for **S** to read and draw. Use prepositions of location with nouns from the unit and see if **S** can understand how the positions of the nouns in the text affects the locations of the objects.

### **At Home Extended use:**

Have **S** sing the *Sing and Say* audio track while pointing to the pictures on the page. Take turns asking and answering about the details in the picture, using the language *Where's the (ax)?* and *What's (in the glass)?* Parents can ask their child to draw a picture of new combinations of the nouns and prepositions. For example, instead of *The ax is on the drum*, say *The ax is under the drum* or *The drum is on the ax*.

### **Read for Speed**

The *Read for Speed* page in even-numbered units is taught the same way as in

odd-numbered units. The readings get more and more difficult, but the pictures help to convey the meanings. As the difficulty increases, **T** talk more about the picture before asking **S** to read. **T** ask questions such as *What's this? Where is (the tag)? How is (he)?* and express emotional reactions to the simple story depicted. **T** model the answers and encourage **S** to answer together. When **S** can name the details in the picture and answer questions comfortably, it is time to read. **S** first try to sound out the text on their own. **T** watch for **S** who need help. Then lead the group to read the text together very slowly. Encourage **S** to point as they read. **T** support weaker **S** by pointing to the text in their books to help **S** focus and follow the task. Repeat for confidence, and then play the audio track and have **S** read together. **T** continues to help weaker **S** point as they read.

### **In Class Extended use:**

Try variations on the *Read for Speed* task. **S** can read while standing on one leg, holding books and spinning around in place or in the voice of a familiar cartoon character. Encourage **S** to find fun new ways to enjoy reading practice.

### **At Home Extended use:**

Parents should ask their child what they think is happening in the story. Allow the child to extend the story by considering how the characters feel or what they might do next. Why are the characters there? What are they saying to each other? Encourage the child to expand the story in a fun way. Now play the audio track and encourage the child to read along. Some **S** might need a parent to point to the words. Encourage faster reading without the audio track, but make sure the child is actually reading the text rather than memorizing it. If necessary, focus on individual words or enlarge the text. Some **S** benefit from a colored transparent plastic sheet over the text to reduce glare. Experiment in order to best support your child.

# CD Overview

The 74 tracks on the CDs include stories, songs, grammar chants, reading fluency chants and vocabulary chants. All the content is illustrated in the book, so S can use the CD at home for practice at home without much help from parents. The full list of lyrics and story scripts can be found in the CD Contents section of this Guide.

## CD Contents

### 1 – Storytime: Welcome to Happy Valley

**Zoey:** Welcome to Happy Valley! My name's Zoey, and these are my friends. Can you see Cally Cat? She's under the umbrella. What's she doing? She's eating fish. How are you, Cally?

**Cally:** I'm cold! I don't like rain! Brrr!

**Zoey:** Cally's cold because it's raining. Ally Ant's sad. He doesn't like rain, either. He likes sunny weather.

**Ally:** Brrr! I'm cold.

**Zoey:** There's Golly Goat. Can you see him? He's in an orange jacket. What's he doing? He's drinking juice. How are you, Golly?

**Golly:** I'm hot, and I'm thirsty.

**Zoey:** Golly doesn't like hot, sunny weather. Look at Dilly Dog. He's in the truck under the apple tree. What's he doing? He's throwing apples up into the tree. How are you, Dilly?

**Dilly:** I'm angry! It's very

windy, and I can't get my plane! I don't like windy weather! Grrr.

**Zoey:** Dilly's angry because he can't get his plane out of the tree. Tommy Tiger is angry, too. What's the matter, Tommy?

**Tommy:** I can't fly my plane in this wind! I don't like windy weather.

**Zoey:** Can you see Sissy Snake? How's the weather, Sissy?

**Sissy:** It's snowing. Brrr. I don't like snow. I'm cold.

**Zoey:** Uncle Umpire isn't cold. He's sleeping in the sub.

**Uncle:** (snoring)

**Zoey:** And who is swimming in the sea? It's Olly Octopus. How are you, Olly?

**Olly:** I'm happy. I like swimming.

**Zoey:** How about you? Are you happy? Do you like swimming?

### 2 – Happy Octopus

It's raining. It's raining. Cally Cat is cold. Cally Cat is cold.

Eating fish, eating fish, under an umbrella. But look down in the sea! Olly Octopus is happy. Swimming, swimming, swimming, swimming. Happy octopus! And Uncle Umpire is sleeping in a sub.

It's sunny. It's sunny. Golly Goat is hot. Golly Goat is hot. Drinking juice, drinking juice, in an orange jacket. But look down in the sea! Olly Octopus is happy. Swimming, swimming, swimming, swimming. Happy octopus! And Uncle Umpire is sleeping in a sub.

It's windy. It's windy. Dilly Dog is angry in a truck. Throwing apples up, up, up, under an apple tree. But look down in the sea! Olly Octopus is happy. Swimming, swimming, swimming, swimming. Happy octopus! And Uncle Umpire is sleeping in a sub.

### 3 – How's the Weather?

What's your name?  
I'm Ally Ant.  
How are you?  
I'm sad.  
How's the weather?  
It's raining.  
I don't like rain.  
In the sun, I can run.  
I can catch a ball.  
I like sunny weather.  
I don't like rain.

What's your name?  
I'm Sissy Snake.  
How are you?  
I'm cold.  
How's the weather?  
It's snowing.  
I don't like snow.  
In the sun, I can run.  
I can catch a ball.  
I like sunny weather.  
I don't like snow.

What's your name?  
I'm Tommy Tiger.  
How are you?  
I'm angry.  
How's the weather?  
It's windy.  
I don't like wind.  
In the sun, I can run.  
I can catch a ball.  
I like sunny weather.  
I don't like wind.

### 4 – Say and Write 1A

a-a-Ally Ant, Ally Ant  
o-o-Olly Octopus, Olly Octopus  
u-u-Uncle Umpire, Uncle Umpire  
eeCally Cat, Cally Cat  
d-d-Dilly Dog, Dilly Dog  
g-g-Golly Goat, Golly Goat  
s-s-Sissy Snake, Sissy Snake  
t-t-Tommy Tiger, Tommy Tiger

### 5 – Say and Write 1B

dad, drum, juice  
cut, goat, glass  
ax, under, apple  
tag, dog, dot  
cat, cold, gum  
album, up, alligator  
sub, three, sad  
on, octopus, umpire

### 6 – Point and Chant Unit 1

How's she?  
She's happy.  
How's he?  
He's sad.  
How's she?  
She's hot.  
How's he?  
He's cold.  
How's she?  
She's angry.

Where is it?  
It's up.  
Where is it?  
It's down.  
Where is it?  
It's in.  
Where is it?  
It's on.  
Where is it?  
It's under.

What's Kinka doing?  
He's eating.  
What's Sissy doing?  
She's drinking.  
What's Uncle doing?  
He's throwing.  
What's Kinka doing?  
He's catching.  
What's Pinka doing?  
She's swimming.  
What's Cally doing?  
She's cooking.  
What's Ally doing?  
He's drawing.  
What's Pinka doing?  
She's sleeping.

### 7 – Listen and Look 1A

a, a, Ally Ant  
o, o, Olly Octopus  
u, u, Uncle Umpire  
sub, dog, cut, box, truck  
dad, tag, gum, cat, dot

### 8 – Listen and Look 1B

glass, dad  
album, gum  
drum, alligator  
ax, down

### 9 – Match and Blend 1A

g, g, Golly Goat  
d, d, Dilly Dog  
o, o, Olly Octopus  
a, a, Ally Ant  
t, t, Tommy Tiger  
u, u, Uncle Umpire  
s, s, Sissy Snake  
c, c, Cally Cat

### 10 – Match and Blend 1B

dog, tag  
cat, cut  
dad, dot  
dad, sad  
sub, sad  
tag, desk

### 11 – Read for Speed Unit 1

sad sad, dad dad  
sad sad, tag tag  
dad dad, sad sad  
tag tag, sad dad

### 12 – Storytime: At Dilly's House

**Zoey:** My friends are at Dilly Dog's house today. What are they doing? Let's ask them. Hello, Cally Cat! What are you doing?

**Cally:** I'm cooking. I'm baking a cake.

**Zoey:** Where's the cake?

**Cally:** Here it is. It's in this cup!

**Zoey:** Oh, it's a little cake.  
It's so cute! Do you like  
cooking?

**Cally:** Yes, I do.

**Zoey:** Dilly likes cooking,  
too. But he isn't cooking  
today! Hello, Dilly! What  
are you doing?

**Dilly:** Hi, Zoey! I'm drawing  
dots on this door.

**Zoey:** Oh, it's a heart!  
That's so cute! Do you  
like drawing?

**Dilly:** Yes, I do. It's fun!

**Zoey:** Where's Ally Ant?

**Dilly:** He's in the yard.  
Tommy Tiger is in the  
yard, too.

**Zoey:** Let's go say hello. Hi,  
Ally Ant. How are you?

**Ally:** I'm hungry. I'm eat-  
ing yogurt. Do you want  
some yogurt, Zoey?

**Zoey:** No thanks. I want to  
play with Tommy Tiger.  
Hello Tommy! What are  
you doing?

**Tommy:** I'm catching but-  
terflies. Look! They are  
blue and yellow.

**Zoey:** Oh, they are so  
pretty! I like butterflies.

**Tommy:** Me, too.

**Zoey:** Where is Uncle Um-  
pire today?

**Tommy:** He's in the sub.  
He's sleeping. He likes  
sleeping.

**Zoey:** Do you like sleep-  
ing?

**Tommy:** No, I don't. I like  
cooking, I like eating,  
I like throwing, I like  
catching, I like drinking,  
and I like drawing...but  
I don't like sleeping.

**Zoey:** How about you? Do  
you like sleeping? What  
do you like?

### 13 – Blue and Yellow Butterflies

Cally Cat's cooking cake  
in a cup.

Dilly Dog's drawing dots  
on a door.

Ally Ant is eating yogurt in  
the yard.

Tommy Tiger's catching  
butterflies,  
blue and yellow butter-  
flies,  
blue and yellow butter-  
flies.

What is Cally Cat cook-  
ing? A cake!

What is Dilly Dog draw-  
ing? Dots!

What is Ally Ant eating?  
Yogurt!

Who is catching butter-  
flies? Tommy Tiger!

Cally Cat's cooking cake  
in a cup.

Dilly Dog is drawing dots  
on a door.

Ally Ant is eating yogurt in  
the yard.

Tommy Tiger's catching  
butterflies,  
blue and yellow butter-  
flies,  
blue and yellow butter-  
flies.

### 14 – What Do You Like?

Do you like cooking?

Do you like eating?

What do you like?

Golly Goat, what do you  
like?

I like cooking, cooking,  
cooking.

I like eating, eating, eat-  
ing.

I like throwing, throwing,  
throwing.

I like catching, catching,  
catching.

I like drinking, drinking,  
drinking.

I like drawing, drawing,  
drawing.

But I don't like sleeping!

Do you like throwing?

Do you like catching?

What do you like?

Dilly Dog, what do you  
like?

I like cooking, cooking,  
cooking.

I like eating, eating, eat-  
ing.

I like throwing, throwing,  
throwing.

I like catching, catching,  
catching.

I like drinking, drinking,  
drinking.

I like drawing, drawing,  
drawing.

But I don't like sleeping!

Do you like drinking?

Do you like drawing?

What do you like?

Sissy Snake, what do you  
like?

I like cooking, cooking,  
cooking.

I like eating, eating, eat-  
ing.

I like throwing, throwing,  
throwing.

I like catching, catching,  
catching.

I like drinking, drinking,  
drinking.

I like drawing, drawing,  
drawing.

But I don't like sleeping!

### 15 – Write and Read Unit 2

album, down, cold

up, truck, under

tag, on, ax

glass, drum, tent

## 16 – In, On, Under Unit 2

Where's the ant?  
It's in the glass.  
Where's the ax?  
It's on the drum.  
Where's the tiger?  
It's under the truck.  
Where's the dot?  
It's on the dog.  
Where's the tag?  
It's on the tent.  
Where's the album?  
It's under the apple.  
What's in the glass?  
What's in the glass?  
An ant.  
What's on the dog?  
What's on the dog?  
A dot.  
What's under the apple?  
It's an album and a cat,  
in, on, under,  
in, on, under.

## 17 – Sound Skills Unit 2

dog, sub, sad  
gum, dad, box  
glass, hot, truck

## 18 – Read for Speed Unit 2

dog dad, sad dog dad  
dad dog, sad, sad, sad  
cut cat, cut cat tag  
sad dog,  
dad dog  
sad dog dad

## 19 – Storytime: At Milly's House

**Zoey:** Nicky Nurse is at Milly Monkey's house today. Milly is sick, but she can't stop jumping on the bed.

**Nicky:** Stop jumping, Milly! Go to sleep!

**Milly:** I don't like sleeping!

**Zoey:** Poor Nicky. She's sad. She can't help Milly. What are you doing, Penny Pig?

**Penny:** I'm running. I see Vinny Vampire. He's flying. He has Iggy Iguana's fin!

**Iggy:** Where's my fin? I'm missing my fin.

**Zoey:** Vinny, give Iggy his fin!

**Vinny:** Here it is, Iggy. I'm sorry.

**Iggy:** That's OK. Hey, let's go swimming at Yally Yak's house. He has a pool.

**Vinny:** OK. Go get Filly Fish. She's in the pot. She can swim, too.

**Filly:** Yes, I want to swim, too. It's hot in this pot.

**Iggy:** We can ride Billy Bus!

**Elly:** I'm fat. I can't ride Billy Bus.

**Billy:** It's OK, Elly Elephant. I'm big, big, big! I can take you.

**Penny:** I can't swim.

**Iggy:** Penny, you can have my raft. Then you can swim, too!

**Penny:** Thanks, Iggy.

**Iggy:** You're welcome. Now we can all swim together!

**Milly:** I want to swim!

**Nicky:** No, Milly. You are sick. You need to go to sleep!

**Milly:** No, Nicky! I don't like sleeping!

**Nicky:** Sigh!

**Zoey:** How about you? Can you swim? Can you fly?

## 20 – Billy Bus Is Big

Billy Bus is big, big, big.  
Filly Fish is little.  
She is swimming in a pot and she is hot. Oh no!

Nicky Nurse is sad, sad, sad.

Milly Monkey is bad. She is jumping up and down on the bed. Stop! Stop!

Elly Elephant is fat. Vinny Vampire is thin. Iggy Iguana is missing a fin.

Who is the fast pig running in the yellow wig?

It's Penny, Penny Pig! What is Filly Fish doing?

She's swimming! What is Milly Monkey doing?

She's jumping!

What is Vinny Vampire doing?

He's flying!

Who is running in a yellow wig?

It's Penny Pig!

## 21 – Swim Together

Vinny Vampire can swim, swim, swim.

Filly Fish can swim, too.

Two friends can swim, swim, swim.

Two friends can swim together.

But Penny Pig can't swim. She's sad. She's missing her friends today.

Two friends can swim, swim, swim.

Three friends can't swim together.

Iggy Iguana has two fins. He can give a raft.

Penny Pig can get a raft. Three friends can swim together.

Penny Pig can swim.

Iggy Iguana can swim, too.

Yeah, four friends can swim today.

Four good friends can swim, swim, swim.  
Four friends can swim together.  
Four friends can swim together.

### 22 – Say and Write 3A

b, b, Billy Bus. Billy Bus.  
e, e, Elly Elephant. Elly Elephant.  
f, f, Filly Fish. Filly Fish.  
i, i, Iggy Iguana. Iggy Iguana.  
m, m Milly Monkey. Milly Monkey.  
n, n, Nicky Nurse. Nicky Nurse.  
p, p, Penny Pig. Penny Pig.  
v, v, Vinny Vampire. Vinny Vampire.

### 23 – Say and Write 3B

bad, vampire, bed  
pet, big, pig  
net, monkey, mop  
egg, elephant, in  
fig, fin, van  
nurse, nut, map  
insect, good, iguana  
fat, fish, vet

### 24 – Point and Chant Unit 3

How's he?  
He's good.  
How's he?  
He's bad.  
How's it?  
It's fast.  
How's it?  
It's slow.  
How's she?  
She's fat.  
How's she?  
She's thin.  
How's it?  
It's big.  
How's it?  
It's little.

Where is it?  
It's up.  
Where is it?  
It's down.  
Where is it?  
It's in.  
Where is it?  
It's on.  
Where is it?  
It's under.  
Where is it?  
It's left.  
Where is it?  
It's right.

What's Holly doing?  
She's running.  
What's Pinka doing?  
She's jumping.  
What's Penny doing?  
She's hitting.  
What's Dilly doing?  
He's missing.  
What's Kinka doing?  
He's kicking.  
What's Vinny doing?  
He's flying.  
What's Elly doing?  
She's giving.  
What's Rabby doing?  
He's getting.

### 25 – Listen and Look 3A

e, e, Elly Elephant  
i, i, Iggy Iguana  
bed, big, fish, pet, pin  
fin, net, fig, vet

### 26 – Listen and Look 3B

bad, pet  
pin, dad  
down, big  
bed, dot

### 27 – Match and Blend 3A

b, b, Billy Bus  
v, v, Vinny Vampire  
m, m, Milly Monkey  
p, p, Penny Pig  
f, f, Filly Fish  
e, e, Elly Elephant

n, n, Nicky Nurse  
i, i, Iggy Iguana

### 28 – Match and Blend 3B

map, mop  
fat, vet  
big, dog  
bad, bed  
fin, van  
pig, pin

### 29 – Read for Speed Unit 3

bad dog, big pet  
fat dog, sad vet  
bad dog in a net  
fat dog on a vet  
it's not fun  
get a big net  
it's not fun  
get a bad pet  
on a bed in a net  
on a bed in a net  
a big dog in a net  
a bad dog on a vet  
it's a bad pet  
it's a sad vet

### 30 – Storytime: At the Park

**Zoey:** My friends are at the park today. They are jumping rope. Look at Elly Elephant. She can jump!  
**Everyone:** One, two, three, four, five, six, seven, eight, nine, ten! Yeah!  
**Zoey:** Wow, Elly! Good job!  
**Elly:** Thanks, Zoey. I can jump fast, I can jump slow, I can jump high, I can jump low!  
**Milly:** I can jump, too! It's my turn. I want to jump.  
**Nicky:** OK, Milly. I can twirl the jump rope.  
**Milly:** OK, Nicky. Here I go! One, two, three... Aaaahhhh!!!  
**Zoey:** That's too bad, Milly. Now it's Nicky's turn. Get the jump rope,

Milly. You can twirl now.  
**Milly:** No! No! I want to jump. It's my turn.  
**Nicky:** No, Milly. It's my turn now. Please twirl the jump rope.  
**Milly:** No! I can jump. It's my turn.  
**Elly:** No, Milly. It's Nicky's turn now. Please twirl the jump rope.  
**Nicky:** Milly, twirl the jump rope.  
**Milly:** No, I don't want to twirl the jump rope. I'm angry!  
**Zoey:** Oh, no. Milly is very angry! She's hitting and kicking her bicycle.  
**Elly:** Milly is a good friend, but she can't hit and kick. That's bad.  
**Zoey:** Yes, it's bad. My brother hits and kicks. I don't like it. He's very, very bad.  
**Nicky:** I like your brother, Zoey. He's OK. He's fun.  
**Zoey:** Well, Nicky, I don't like my brother sometimes, but I like Milly. Let's give Milly a turn.  
**Nicky:** Yes, we can give Milly a turn. Let's be good friends to Milly.  
**Elly:** Milly! Come on. You can have a turn.  
**Milly:** No, Elly!  
**Nicky:** Oh, dear! Come on, Milly. Let's talk. Can you jump rope ten times?  
**Milly:** Yes, Nicky, I can. But...  
**Billy:** Come on, Milly. Zoey can twirl the jump rope.  
**Milly:** Well, OK, Billy. Thanks.  
**Zoey:** Are you ready, Milly?  
**Milly:** Yes, Zoey. I'm ready.

**Nicky:** OK.  
**Everyone:** One, two, three, four, five, six, seven, eight, nine, ten!  
**Milly:** Yay! I did it! I can jump rope ten times!  
**Nicky:** Yes, you can! Good job, Milly! Oh, it's an insect! I don't like insects!  
**Zoey:** Milly can jump rope. How about you? Can you jump rope? Do you like insects?

### 31 – Good Friends

Who's she?  
 She's Nicky Nurse.  
 She's my friend.  
 She's jumping rope with Elly Elephant.  
 Is she hitting, hitting, hitting?  
 Is she kicking, kicking, kicking?  
 No, she isn't. No, she isn't.  
 She's not hitting, hitting, hitting.  
 She's not kicking, kicking, kicking.  
 She's a good friend.  
 She's a good friend.

Good friends can be happy, happy.  
 Good friends can be sad.  
 Good friends can be angry.  
 I can be a good, good friend.

Who's he?  
 He's Billy Bus.  
 He's my friend.  
 He's jumping rope with Elly Elephant.  
 Is he hitting, hitting hitting?  
 Is he kicking, kicking, kicking?  
 No, he isn't. No, he isn't.  
 He's not hitting, hitting,

hitting.  
 He's not kicking, kicking, kicking.  
 He's a good friend.  
 He's a good friend.  
 Good friends can be happy, happy.  
 Good friends can be sad.  
 Good friends can be angry.  
 I can be a good, good friend.

Who's she?  
 She's Milly Monkey.  
 She's my friend.  
 She's jumping rope with Elly Elephant.  
 Is she hitting, hitting, hitting?  
 Is she kicking, kicking, kicking?  
 Yes, she is. Yes, she is.  
 She is hitting, hitting, hitting.  
 She is kicking, kicking, kicking.  
 She's a good friend.  
 She's a good friend.

Good friends can be happy, happy.  
 Good friends can be sad.  
 Good friends can be angry.  
 I can be a good, good friend.

Hitting is bad. Kicking is bad.  
 Talking and giving are good.  
 I can be a good, good friend.  
 My friends can be good friends, too.

### 32 – My Brother is Bad

Who is he?  
 He's my father. He is big.

Who is she?  
She's my mother. She is good.  
Who is he?  
He's my brother. He is bad, bad, bad.  
Who is she?  
She's my sister. She is sad.  
My brother is bad.  
He's bad, bad, bad.  
My brother is bad.  
He's bad.  
I don't like my brother.  
He's bad, bad, bad.

Are you little?  
Yes, I am. Yes, I am.  
Are you sad?  
No, I'm not. No, I'm not.  
Are you good?  
Yes, I am. I am good, good, good.  
Are you bad?  
No, I'm not. No, I'm not.  
My brother is bad.  
He's bad, bad, bad.  
My brother is bad.  
He's bad.  
I don't like my brother.  
He's bad, bad, bad.

### 33 – Angry Insect

What are you doing, Vinny?  
What are you doing, Vinny?  
I'm kicking! I'm kicking an insect!  
I'm kicking an angry, angry insect.  
Kick, kick that insect.  
Kick, kick that insect.  
Kick, kick that insect.  
Oops! I missed.  
Angry insect flying, flying.  
Angry insect flying, flying.  
Angry insect flying, flying.  
Watch out for that sting!  
What are you doing, Elly?  
What are you doing, Elly?

I'm hitting! I'm hitting an insect!  
I'm hitting an angry, angry insect!  
Hit, hit that insect.  
Hit, hit that insect.  
Hit, hit that insect.  
Oops! I missed!  
Angry insect flying, flying.  
Angry insect flying, flying.  
Angry insect flying, flying.  
Watch out for that sting!  
What are you doing, Nicky?  
What are you doing, Nicky?  
I'm running! I'm running from an insect!  
I'm running from an angry, angry insect!  
Run, run from that insect.  
Run, run from that insect.  
Run, run from that insect.  
Oops! I missed!  
Angry insect flying, flying  
Angry insect flying, flying  
Angry insect flying, flying  
Watch out for that sting!  
What are you doing, Milly?  
What are you doing, Milly?  
I'm jumping! I'm jumping on an insect!  
I'm jumping on an angry, angry insect!  
Jump, jump on that insect.  
Jump, jump on that insect.  
Jump, jump on that insect.  
Oops! I missed!  
Angry insect flying, flying.  
Angry insect flying, flying.  
Angry insect flying, flying.  
Watch out for that sting!  
What are you doing, Iggy?  
What are you doing, Iggy?  
I'm eating. I'm eating an insect.  
I'm eating an angry, angry insect.  
Yummy!

**34 – Write and Read Unit 4**  
bad, pen, fig  
nut, bed, fly  
vet, map, insect,  
egg, van, elbow

### 35 – In, On, Under Unit 4

Where's the fish?  
It's in the net.  
Where's the fin?  
It's on the fish.  
Where's the monkey?  
It's under the bed.  
Where's the pin?  
It's on the pet.  
Where's the vet?  
He's in the van.  
Where's the goat?  
It's under the iguana.

What's in the net?  
What's in the net?  
A fish.

What's on the fish?  
What's on the fish?  
A fin.

What's under the iguana?  
It's a goat and a bed.  
In, on, under.  
In, on, under.

### 36 – Sound Skills Unit 4

bad, mop, pet  
pin, net, map  
nut, bed, vet

### 37 – Read for Speed Unit

**4**  
dots on a bus  
dots on a map  
dots on a van  
dots on a cap  
dots on a sad dog  
dots on a sad dog  
get a mop, mop a dot  
get a mop, mop a dot  
mom mops dots  
mom mops dots  
dad mops dots

dad mops dots  
mop a dot, mop a dot  
mop, mop, mop  
mom and dad mop  
dots dots dots  
it's not fun

### 38 – Storytime: At Yally's House

**Zoey:** My friends are at Yally Yak's house today. Jilly Jellyfish is reading in the pool. Is that a good book, Jilly?

**Jilly:** Yes, it is. I like reading. Do you like reading?

**Zoey:** Yes, I do. I like swimming, too. Where's Yally?

**Jilly:** She's standing over there. She's talking with Golly Goat.

**Zoey:** Hello, Yally. How are you?

**Yally:** I'm fine. Do you want some juice, Zoey?

**Golly:** The juice is yummy.

**Zoey:** No, thank you. I'm not thirsty now. Hey! That's Holly Horse. Hello, Holly!

**Holly:** Hi, Zoey. Do you want to fly a kite? It's fun.

**Zoey:** I can't fly a kite today. My brother is sick, so my mother and I are going to the hospital.

**Holly:** That's too bad, Zoey. We can't play together.

**Zoey:** Yes, Holly. But my mother and I can be together. I like talking with my mother. We can read books together at the hospital.

**Winnie:** Yeah! I'm winning! I'm winning! It's your turn, Leo. Hurry up! You are so slow!

**Leo:** Wait a minute, Winnie. I'm thinking...I'm thinking!

**Zoey:** What are you doing, Leo?

**Leo:** Winnie and I are playing cards. Winnie is winning. I'm not happy.

**Holly:** Put away the card game, Leo. Let's fly my kite!

**Yally:** We can fly Holly's kite, and we can throw and catch my ball.

**Golly:** OK, Yally. We can run and jump, too. I like running.

**Jilly:** Put away the card game, Leo.

**Leo:** OK, Jilly. Can you play, Zoey?

**Zoey:** No, I can't. My brother is sick. I'm going to the hospital with my mother, but have fun!

**Yally:** See you later, Zoey!

**Everyone:** Yes, see you later!

**Zoey:** How about you? Do you like reading? Do you like playing cards?

### 39 – Yally Yak Is Standing in the Yard

Yally Yak is standing in the yard.

She's standing and talking.

Holly Horse is walking.

Winnie Witch is playing cards.

Leo Lion is sitting in a chair.

He's sitting and thinking.

Rabby Rabbit is drinking.

Jilly Jellyfish is reading there.

How's the book?

It's good.

How's the game?

It's bad.

Winnie Witch is winning.  
And Leo Lion is sad.  
Let's put away the cards  
and fly a kite!

Good friends can throw  
and catch,  
jump and run.  
Good friends can fly a  
kite.

It's fun, fun, fun!  
Put away the bad game.  
Fly a kite. It's sunny today.  
Throw and catch, jump  
and run!

It's fun, fun, fun!  
It's fun!

### 40 – Let's Go to the Hospital

My brother is sick.

My brother is sick.

Nicky Nurse can help!

What time is it?

It's eight o'clock.

Let's go to the hospital.

I am seven years old. I  
can go, too!

What time is it?

It's eight o'clock.

Let's go to the hospital.

My sister is young.

She can play at home.

She can't go to the hospital.

So, see you later!

See you later!

Let's go to the hospital.

Mother and I can read

together,

walk together,

eat and drink and talk

together.

You can't go to the hospital.

So, see you later!

See you later!

Let's go to the hospital.

I am seven years old. I

can go, too!

What time is it?

It's eight o'clock.

Let's go to the hospital.

My sister is young.  
She can play at home.  
She can't go to the hospital.  
So, see you later!  
See you later!  
Let's go to the hospital.  
Mother and I can read together,  
walk together,  
eat and drink and talk together.  
You can't go to the hospital.  
So, see you later!  
See you later!  
Let's go to the hospital!

#### 41 – Say and Write 5A

h, h, Holly Horse, Holly Horse  
j, j, Jilly Jellyfish, Jilly Jellyfish  
l, l, Leo Lion, Leo Lion  
n, n, Nicky Nurse, Nicky Nurse  
r, r, Rabby Rabbit, Rabby Rabbit  
w, w, Winny Witch, Winny Witch  
y, y, Yally Yak, Yally Yak  
z, z, Ziggy Zebra, Ziggy Zebra

#### 42 – Say and Write 5B

rabbit, leg, log  
horse, ham, young  
yes, yak, rag  
witch, web, rug  
zebra, zigzag, jam  
lion, left, right  
wind, wig, lid  
jellyfish, hat, hen

#### 43 – Point and Chant Unit 5

How's he?  
He's old.  
How's she?  
She's young.  
How's it?  
It's long.

How's it?  
It's short.  
How's she?  
She's fat.  
How's she?  
She's thin.  
How's it?  
It's fun.  
How's he?  
He's sick.

Where is it?  
It's up.  
Where is it?  
It's down.  
Where is it?  
It's in.  
Where is it?  
It's on.  
Where is it?  
It's under.  
Where is it?  
It's left.  
Where is it?  
It's right.

What's Kinka doing?  
He's sitting.  
What's Pinka doing?  
She's standing.  
What's Dilly doing?  
He's playing.  
What's Cally doing?  
She's winning?  
What's Yally doing?  
She's talking.  
What's Elly doing?  
She's thinking.  
What's Rabby doing?  
He's reading.  
What's Holly doing?  
She's walking.

#### 44 – Listen and Look 5A

l, l, Leo Lion.  
r, r, Rabby Rabbit.  
w, w, Winny Witch.  
leg, rag, web, lid, right.  
rug, wig, wind, log.

#### 45 – Listen and Look 5B

rag, hat  
ham, net  
nut, hen  
right, nine

#### 46 – Match and Blend 5A

h, h, Holly Horse.  
n, n, Nicky Nurse.  
l, l, Leo Lion.  
r, r, Rabby Rabbit.  
w, w, Winny Witch.  
y, y, Yally Yak.  
j, j, Jilly Jellyfish.  
z, z, Ziggy Zebra.

#### 47 – Match and Blend 5B

rag, leg  
ham, hen  
jam, jump  
rug, log  
red, web  
hat, fat

#### 48 – Read for Speed Unit 5

it's a picnic on a rug  
it's fun, fun, fun  
it's a picnic on a rug  
it's fun, fun, fun  
sit on a rug  
sit on a log  
sit on a rug  
sit on a dog  
it's a picnic on a rug  
it's fun, fun, fun  
it's a picnic on a rug  
it's fun, fun, fun  
get an egg  
get hot ham  
get a nut  
get fig jam  
yum, yum, yum  
it's fun, fun, fun

#### 49 – Storytime: At Zoey's House

**Zoey:** We are at my house today. My brother is at school. My little sister is with my mother and my grandma. They are

shopping. I don't like shopping, so I'm playing at home. That's my grandpa. He's fun. He likes playing with Rabby Rabbit. They're good friends.

**Grandpa:** Let's run, Rabby!

Rabby: OK, Grandpa! I can run. I'm young, so I'm fast!

**Grandpa:** I'm old, Rabby, but my legs are long. I can run fast, too. Let's go!

**Zoey:** What do you want to do, Elly?

**Elly:** We can sit and read together.

**Zoey:** It's a sunny day. I don't want to read. I want to play outside.

**Milly:** Me, too! I want to play outside.

**Elly:** Well, Milly, we can have a picnic. We can eat and drink together.

**Zoey:** Hmm. I'm not very hungry now. We can sit and talk together.

**Milly:** I don't like sitting and talking. I want to play!

**Elly:** Yes, me too, Milly. Let's think. Hmmmm. What can we do?

**Milly:** Let's walk to the park and climb the jungle gym!

**Zoey:** No. I can't go to the park. My mother isn't home.

**Elly:** Can you dance, Zoey?

**Zoey:** Dance? I don't know, Elly. Can you dance?

**Elly:** Yes, I can.

**Zoey:** How about you, Milly? Can you dance?

**Milly:** Yes, I can dance, too. I like dancing. Let's

dance! Let's dance!

**Zoey:** OK, but I don't have music.

**Elly:** I have music in my bag.

**Milly:** Play the music, Elly!

**Elly:** OK. Are you ready? Stand up, Zoey. Let's dance!

**Zoey:** How about you? Can you dance?

## 50 – Playing Together is Fun

Grandpa's legs are long.  
Rabby Rabbit's legs are short.

Long legs, short legs,  
old and young,  
playing together is fun.  
They run together,  
walk together,  
sit and stand and talk together.

Read together,  
think together,  
sleep and eat and drink together.

Long legs, short legs,  
old and young,  
playing together is fun.  
They run together,  
walk together,  
sit and stand and talk together.

Read together,  
think together,  
sleep and eat and drink together.

Long legs, short legs,  
old and young,  
playing together is fun.

## 51 – Let's Dance and Play

I have a long, long nose.  
I have short, short hair.  
I am big, I am fat.  
Elly Elephant, I like that!  
It's a hot, sunny day.  
Hey, hey! Let's dance and play.

I have long, long arms.  
I have a short, short nose.  
I am little, I am thin.  
Milly Monkey, let's begin!  
It's a hot, sunny day.  
Hey, hey! Let's dance and play.

Dancing up, up, up.  
Dancing down, down, down.

Jumping left, jumping right.  
Clap your hands. Turn around.  
Stomp your feet. Shake your head.  
Brush your teeth, go to bed.

Wow, Milly! You can dance!  
Can you go slow?  
Let's try it!

Dancing up, up, up.  
Dancing down, down, down.  
Jumping left, jumping right.  
Clap your hands. Turn around.  
Stomp your feet. Shake your head.  
Brush your teeth, go to bed.

Wow, Elly! You can dance!  
Can you go fast?  
Let's try it!

Dancing up, up, up.  
Dancing down, down, down.  
Jumping left, jumping right.  
Clap your hands. Turn around.  
Stomp your feet. Shake your head.

Brush your teeth, go to bed.

## 52 – Write and Read Unit 6

happy, jet, right  
jam, read, wig  
left, web, zigzag  
rag, young, hot

## 53 – In, On, Under Unit 6

Where's the pen?  
It's in the net.  
Where's the hen?  
It's on the jet.  
Where's the jam?  
It's under the web.  
Where's the witch?  
She's in the wind.  
Where's the hat?  
It's on the yak.  
Where's the log?  
It's under the zebra.  
Who's in the wind?  
Who's in the wind?  
A witch.  
What's on the yak?  
What's on the yak?  
A hat.  
What's under the zebra?  
It's a log and a rag.  
in, on, under.  
in, on, under.

## 54 – Sound Skills Unit 6

fin, map, pen  
hat, hot, truck  
jet, nut, wind  
lid, log, yes

## 55 – Read for Speed Unit 6

a cat in a hat  
a pig in a wig  
a dog on a log  
big, big, big  
a dog on a log  
a cat in a hat  
a pig in a wig  
fat, fat, fat  
a big dog on a log  
a fun hat on a cat  
a fat pig in a wig

get a nut, get a fig  
get a nut, get a fig  
a pig and a dog and a cat

zigzag, zigzag  
a cat and a pig and a dog  
in a log, on a log  
zigzag, zigzag  
in a log, on a log  
zigzag, zigzag  
a cat and a pig and a dog  
in a log, on a log  
a pig and a dog and a cat

## 56 – Storytime: Inside the Castle

**Zoey:** Loxy Fox is at home. He lives in a big castle with King Quacky and Queeny Queen. But, what's the matter today? King Quacky is angry.

**King Quacky:** I'm so angry. Where's my kilt? I'm missing my kilt. Where's my yellow kilt?

**Zoey:** And, what's the matter with Queeny? She's standing on a pot. She's hot, and she's very sad.

**Queeny:** Where's my milk? I'm missing my milk! I'm thirsty. I want my milk.

**Zoey:** There's Kippy Kangaroo. He's cold.

**Kippy:** Where's my quilt? I'm missing my quilt. I'm cold. Where's my blue quilt?

**Zoey:** Where's King Quacky's yellow kilt? Where's Queeny's milk? Where's Kippy's blue quilt? Hey! There's Loxy Fox. Can you see him? He's in his box under the

chair. What's he doing? He's drinking. Is he drinking milk? Hmm. Is that Queeny's milk?

**Loxy:** It's my milk now. I'm drinking it.

**Zoey:** What's Loxy wearing? He's wearing a yellow kilt. King Quacky is missing his yellow kilt. Is that King Quacky's kilt?

**Loxy:** It's my kilt now. I'm wearing it.

**Zoey:** What is Loxy sitting on? He's sitting on a blue quilt! Kippy is missing a blue quilt. Is that Kippy's quilt?

**Loxy:** It's my quilt now. I'm sitting on it.

**Zoey:** The King is angry. Queeny is sad. Kippy is cold. Are you happy, Loxy?

**Loxy:** No, I'm not. I'm not happy. I'm sad. But, what can I do?

**Zoey:** It's time to be a good friend, Loxy. It's time to say you're sorry. How about you? Are you a good friend? Can you say you're sorry?

## 57 – You Are Bad, Loxy Fox

The King is cold  
He's in a drum.  
He's missing his kilt.  
He's missing his kilt.  
Where, where, where is his kilt?  
Where is his yellow kilt?

Loxy Fox is in his box.  
He's wearing a kilt.  
He's wearing a kilt.  
He's wearing a yellow kilt.  
He's wearing a yellow kilt.

But it's not his.  
It's not his.  
It's not his kilt.  
It's not his kilt.  
His game is bad.  
The king is sad.  
You are bad, Loxy Fox!

Queeny Queen is hot.  
She's on a pot.  
She's missing her milk.  
She's missing her milk.  
Where, where, where is  
her milk?  
Where is her hot milk?

Loxy Fox is in his box.  
He's drinking milk.  
He's drinking milk.  
He's drinking hot milk.  
He's drinking, drinking hot  
milk.

It's not his.  
It's not his.  
It's not his milk.  
It's not his milk.  
His game is bad.  
Queeny Queen is sad.  
You are bad, Loxy Fox!

Kippy Kangaroo is fat.  
He's under a cat.  
He's missing his quilt.  
He's missing his quilt.  
Where, where, where is  
his quilt?  
Where is his blue quilt?

Loxy Fox is in his box.  
He's sitting on a quilt.  
He's sitting on a quilt.  
He's sitting on a blue quilt.  
He's sitting, sitting on a  
blue quilt.

It's not his.  
It's not his.  
It's not his quilt.  
It's not his quilt.  
His game is bad.

Kippy Kangaroo is sad.  
You are bad, Loxy Fox!

### 58 – Time to Say I'm Sorry

The king is missing his kilt.  
It's my kilt now.  
I'm wearing it.  
I'm wearing it.  
I am fast.  
I can get it.  
I can run.  
It's not good, but it's fun.  
I'm not scared, but I'm not  
happy, in my box under  
the chair.  
I am drinking and thinking  
there.

Queeny Queen is missing  
her milk.  
It's my milk now.  
I'm drinking it.  
I'm drinking it.  
I am fast.  
I can get it.  
I can run.  
It's not good, but it's fun.  
I'm not scared, but I'm not  
happy, in my box under  
the chair.  
I am drinking and thinking  
there.

The King is angry.  
Queeny Queen is sad.  
I can give the King his kilt.  
But I can't give the milk.  
What can I do? What can  
I do?  
It's time to say, "I'm sorry!"

### 59 – Say and Write 7A

b, b, Billy Bus, Billy Bus.  
x, x, Loxy Fox, Loxy Fox.  
j, j, Jilly Jellyfish, Jilly Jel-  
lyfish.  
k, k, Kippy Kangaroo,  
Kippy Kangaroo.  
m, m, Milly Monkey, Milly  
Monkey.  
qu, qu, Queeny Queen,

Queeny Queen.  
p, p, Penny Pig, Penny Pig.  
z, z, Ziggy Zebra, Ziggy  
Zebra.

### 60 – Say and Write 7B

jacket, desk, jellyfish  
kilt, quilt, kangaroo  
book, pom-pom, pig  
nut, monkey, mix  
zebra, sick, zigzag  
queen, kite, quail  
ax, sock, fox  
van, vet, bus

### 61 – Point and Chant Unit 7

How's she?  
She's angry.  
How's she?  
She's happy.  
How's she?  
She's hot.  
How's he?  
He's cold.  
How's it?  
It's fast.  
How's it?  
It's slow.  
How's he?  
He's scared.  
How's she?  
She's sad.

Where is it?  
It's up.  
Where is it?  
It's down.  
Where is it?  
It's in.  
Where is it?  
It's on.  
Where is it?  
It's under.  
Where is it?  
It's left.  
Where is it?  
It's right.

What's Elly doing?  
She's giving.

What's Rabby doing?  
He's getting.  
What's Penny doing?  
She's hitting.  
What's Dilly doing?  
He's missing.  
What's Kinka doing?  
He's kicking.  
What's Uncle doing?  
He's throwing.  
What's Kinka doing?  
He's eating.  
What's Sissy doing?  
She's drinking.

#### 62 – Listen and Look 7A

d, d, Dilly Dog  
g, g, Golly Goat  
j, j, Jilly Jellyfish  
k, k, Kippy Kangaroo  
z, z, Ziggy Zebra  
qu, qu, Queeny Queen  
drum, quilt, kite, zigzag,  
jet  
quail, jam, gum, kilt

#### 63 – Listen and Look 7B

bad, pom-pom  
quiz, dot  
desk, bed  
pin, question

#### 64 – Match and Blend 7A

x, x, Loxy Fox.  
t, t, Tommy Tiger.  
j, j, Jilly Jellyfish.  
k, k, Kippy Kangaroo.  
p, p, Penny Pig.  
qu, qu, Queeny Queen.  
m, m, Milly Monkey.  
z, z, Ziggy Zebra.

#### 65 – Match and Blend 7B

quilt, kilt  
milk, mix  
desk, jet  
box, fox  
jam, drum  
sock, six

#### 66 – Read for Speed Unit 7

zigzag, zigzag  
six cats zigzag  
fun cats, fast cats  
fast cats, fun cats  
run and jump up cats  
wig and drum fun cats  
get a wig, get a box  
sit a box on a desk  
run and jump up  
jump up and run  
get a box, get a drum  
it's fun, fun, fun  
get a drum in a box  
sit a box on a desk  
zigzag, zigzag  
jump up and run  
six cats zigzag  
fast and fun  
it's fun, fun, fun

#### 67 – Storytime: Outside the Castle

**Zoey:** King Quacky, Queeny Queen and my friends are at the castle. Kippy Kangaroo has a funny bird. It's a quail. But it's very strange. Birds in Happy Valley can fly, but this quail can't fly. Birds in Happy Valley can talk, but this quail can't talk. King Quacky and Queens have many questions.

**King Quacky:** Can the quail run?

**Kippy:** Yes, King Quacky, it can. The quail can run.

**King Quacky:** Is the quail fast?

**Kippy:** No, it isn't. The quail isn't fast.

**Queeny:** Well, this quail is very cute. It has a little head. And it has a little tail. The quail can walk, but it can't talk. The quail can run, but it can't fly. Is the quail

sick?

**Kippy:** No, it isn't. This quail is a happy bird.

**Queeny:** Hmmm. Is it hungry? What can the quail eat? Give it some jam.

Do quails eat jam?

**Kippy:** It doesn't want jam. Quails can't eat jam.

**King Quacky:** Give it some ham. Do quails eat ham?

**Kippy:** It doesn't want ham. Quails can't eat ham.

**Queeny:** Give it some nuts. Do quails eat nuts?

**Kippy:** Quails can eat nuts! And, yes, it wants nuts.

**Queeny:** Good! Where's Loxy Fox? Loxy! Loxy! Get more nuts, please.

**Loxy:** OK.

**King Quacky:** What's the matter, Loxy? Are you sad?

**Loxy:** Yes, I am. I'm a bad fox. I don't have friends. Jake: I'm your friend, Loxy. This is my ball. You can throw it.

**Loxy:** Thanks, Jake, but...

**Kippy:** And I'm your friend, Loxy. This is my juice. You can drink it.

**Loxy:** No thanks, Kippy. I'm not thirsty.

**Queeny:** I'm your friend, Loxy. This is my drum. Do you like my drum? You can play it.

**Loxy:** Really? But...

**Queeny:** It's OK. We're friends. Good friends share.

**King Quacky:** I'm your friend, Loxy. This is my kite. Do you like my kite? You can fly it.

**Loxy:** Really? But...

**King Quacky:** It's OK.

We're friends.

**Loxy:** But you aren't angry?

**King Quacky:** No, I'm not angry. You're sorry, so I'm happy now.

**Loxy:** And, Queeny, you aren't sad?

**Queeny:** No, I'm not sad. You're sorry, so I'm happy now, too.

**Kippy:** It's OK, Loxy. You're a good friend. Now let's get some nuts for the quail!

**Loxy:** OK! And then let's fly King Quacky's kite and play Queeny Queen's drum!

**Everyone:** OK. Let's go!

**Zoey:** How about you?

Do you have a good friend? What is your friend's name?

### 68 – Strange Little Bird

What's this?

It's a bird. It's a quail.

This is its head.

This is its tail.

Can it fly?

Can it run?

Is it fast? Is it fun?

It's a strange, little bird.

Let's give a quiz.

Let's question the quail.

What's the matter?

What's the matter?

It can stand, it can walk.

But it can't talk.

It's a strange, little bird.

What can it eat?

Give it some jam.

Give it some nuts.

Give it some ham.

Can it fly?

Can it run?

Is it fast? Is it fun?

It's a strange, little bird.

### 69 – It's OK. We're Friends.

This is my drum.

Do you like my drum?

You can play it.

It's OK. We're friends.

This is my juice.

Do you like my juice?

You can drink it.

It's OK. We're friends.

This is my jam.

Do you like my jam?

You can eat it.

It's OK. We're friends.

This is my ball.

Do you like my ball?

You can throw it.

It's OK. We're friends.

This is my game.

Do you like my game?

You can play it.

It's OK. We're friends.

This is my kite.

Do you like my kite?

You can fly it.

It's OK. We're friends.

### 70 – Write and Read Unit 8

question, kilt, quilt, king, kite

book, mix, milk, six, desk, box

### 71 – In, On, Under Unit 8

Where's the book?

It's in the box.

Where's the dot?

It's on the tag.

Where's the quiz?

It's under the juice.

Where's the box?

It's on the desk.

Where's the king?

He's in the kilt.

Where's the queen?

She's under the album.

What's in the box?

What's in the box?

A book.

What's on the tag?

What's on the tag?

A dot.

What's under the album?

It's a queen and a desk.

In, on, under.

In, on, under.

### 72 – Sound Skills Unit 8

juice, book, king  
question, mix, pen  
zigzag, quiz, kite

### 73 – Read for Speed Unit 8

win a quiz, wiz kid

win a quiz, wiz kid

fast and fun

fast and fun

mom jumps up

up, up, up

and pops a red pom-pom

pops a red pom-pom

fast and fun

fast and fun

can a wiz kid miss?

no, no, no

can a wiz kid win?

yes, yes, yes!

dad gets a drum

dad gets a drum

fast and fun

fast and fun

wiz kid can not miss

wiz kid can not miss

win a quiz, wiz kid

win a quiz, wiz kid

fast and fun

fast and fun

### 74 – 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, Nicky 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.*

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## Web Resources

At [www.happyvalley.tv](http://www.happyvalley.tv) you'll find:

The Happy Valley Blog

FREE Downloads including the HV Phonics 4 Weekly Guide, Letter writing practice sheets and Student FC, as well as the Happy Valley Routines, Games and Activities Banks with phonics games included.

Please also search for Happy Valley on Facebook and Twitter.

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## Abbreviations

**S:** Student(s)

**T:** Teacher

**FC:** flashcard(s)