



**Teachers' and
Parents' Guide**

3

Contents

Methodology and Overview	2 - 3
Happy Valley At Home	3
Bandscale	4
Lesson Plan Overview	5
Lesson Timing and Yearly Outlook	6
Student Book CD Content	7 - 13
Workbook Dialogues	14 - 17
Web Resources	17
Abbreviations	17

Happy Valley 3 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 3 Overview

Happy Valley 3 was designed for **S** aged between 4 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 **S** to its use.

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

Brevity

SB and **WB** activities are designed to be brief. Sticker, listening and interview 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, play activities, toys, 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: *breakfast time, on a picnic, at the playground, family*, etc. Basic language for talking about what one can do, likes, family, where things/people are, etc. is added to what **S** learned in **HV1** and **HV2**, along with TPR; further developing **S** language by adding building blocks 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, DVD 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
Storytime	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	19	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	3	1	3

Student Book

CD Content

1 – Hello Song

Hello, hello, hello.
Hello, hello, hello.
Hello, hello, hello, hello,
Hello, hello, hello.
Repeat.

2 – What Do You Do in the Morning?

I wake up. (echo)
I brush my teeth. (echo)
I brush my hair. (echo)
I say, "Good morning."
Repeat.

What do you do in the morning?
What do you do?
La la la la la la la la la.
Repeat all.

3 – I Don't Want Pizza Pancakes

I want banana pancakes.
I want strawberry pancakes.
I want blueberry pancakes.
But I don't want pizza pancakes.
Karaoke.
Repeat.

4 – What Colors?

What's red? An apple's red.
What's yellow? Corn is yellow.
What's green? A frog is green.
What's green? A pepper is green, too.

What's brown? An onion's brown.

What's purple? A plum is purple.

What's pink? A heart is pink.

What's pink? A peach is pink, too.

5 – Uh-Oh! Oh No! Help!

Uh-oh! Oh no! Help! Help!
Help!
Repeat.

6 – Snap, Wink, Whistle

Can you snap?
Can you wink?
Can you whistle?
Yes, I can.
No, I can't.
Repeat.

7 – In, On, Under, By

In, on, under.
In, on, under.
By, by, by.
By, by, by.
In, on, under.
In, on, under.
By, by, by.
By, by, by.
Repeat.
Karaoke.

8 – 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.

9 – 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

10 – Goodbye, Goodbye

Goodbye, goodbye.
See you next time.
Mind how you go.
Toodle, pip.
Take care.
Cheerio.
See you soon.
Cheers.
Later.
Toodle loo.
Goodbye, goodbye.
See you next time.
See you later, alligator.

(See you. Take care. Bye.
Tra. Bye.)

11 – Storytime: Breakfast Time

Narrator: Good morning! It's breakfast time. Today, Kinka and Pinka are having a big breakfast. They have eggs, toast with butter and jam, pancakes, cereal and milk.

Kinka: Pass the butter, please.

Pinka: Here you are.

Kinka: Thank you.

Pinka: You're welcome.

Narrator: Kinka, what do you have?

Kinka: I have toast. I like butter and jam with toast!

Narrator: Looks great! How about you, Pinka? What do you have for breakfast?

Pinka: I have cereal with milk. It's yummy!

Narrator: What else do you want?

Pinka: I want pancakes. Pass the pancakes, please.

Kinka: OK, here you are.

Pinka: Thank you.

Kinka: You're welcome. Mmmm. I want eggs, too. Yummy!

12 – Breakfast Chant

Toast, toast, toast, __.
Jam, jam, jam, __.
Butter, butter, butter, __.
Cereal, cereal, cereal, __.
Eggs, eggs, eggs, __.
Pancakes, pancakes, pan-
cakes, __.
Toast, jam, butter, cereal,
eggs, pancakes. x 2

13 – Dialogue Unit 1

Kinka: Pass the toast, please.

Pinka: Here you are.

Kinka: Thank you.

Pinka: You're welcome.

14 – Breakfast Song

It's breakfast time. x 2
I'm hungry.
Pass the toast, please.
Pass the jam, please.
Pass the butter, please.
It's breakfast time. x 2
I'm hungry.
Pass the cereal, please.
Pass the eggs, please.
Pass the pancakes,
please.
It's breakfast time. x 2
I'm hungry.
Slurp.

15 – Storytime: Playtime

Narrator: Hello. It's playtime. Today, Kinka and Pinka are playing. Their friends, Dilly Dog, Rabby Rabbit and Cally Cat are there, too. Dilly likes to sing!

Dilly: Hello, hello. Hi, hey, howdy.

Narrator: Rabby likes to read and Kinka likes to build. Let's listen to Pinka and Cally.

Pinka: Let's dress-up!

Cally: OK!

Pinka: Kinka, do you want to dress-up?

Kinka: No thanks.

Pinka: I am a princess. See my tiara?

Cally: Oh yes! It's lovely. I want to be a ballerina.

Pinka: OK, here is a tutu.

Kinka: Hey, Dilly! Let's build.

Dilly: Mmm, no thanks! Let's sing.

Kinka: Mmm, OK!

Dilly and Kinka:

What do you do in the morning?

16 – Playtime Chant

Read, read, read, __.
Build, build, build, __.
Sing, sing, sing, __.
Dress up, dress up, dress up, __.
Read, build, sing, dress up x 2

17 – Dialogue Unit 2

Dilly: Let's sing.

Kinka: OK.

Pinka: No, thanks.

18 – Let's Play. OK!

Let's read.
Let's build.
Let's sing.
Let's dress up!
OK!
No thanks.
Repeat.

19 – Storytime: On a Picnic

Narrator: It's lunchtime at the park. Kinka and Pinka are on a picnic. Ally Ant and Milly Monkey have come too. Who's hungry?

Kinka: I am! But, uh-oh! Oh no! Help! Pinka, I forgot my spoon.

Pinka: Let's share. Here you are.

Kinka: Thank you.

Pinka: You're welcome.

Narrator: You'd better check if you have everything else.

Pinka: Oh yes, Let's see. My bowl. Your bowl.

Kinka: Yes and my cup.

Your cup.

Pinka: My knife and fork.
Your knife and fork. My chopsticks. Your chopsticks.

Kinka: Phew! Oh, and my plate and napkin, and your plate and napkin.

Pinka: That's everything!

Narrator: Great! So, what's for lunch?

20 – Picnic Chant

Cup, cup, cup, __.
Plate, plate, plate, __.
Bowl, bowl, bowl, __.
Spoon, spoon, spoon, __.
Cup, plate, bowl, spoon.
x 2

Fork, fork, fork, __.
Knife, knife, knife, __.
Chopsticks, chopsticks, chopsticks, __.
Napkin, napkin, napkin, __.
Fork, knife, chopsticks, napkin. x 2

21 – Dialogue Unit 3

Kinka: I forgot my spoon.

Pinka: Let's share. Here you are.

Kinka: Thank you.

Pinka: You're welcome.

22 – I Forgot My Spoon

I forgot my cup.
I forgot my plate.
Let's share.
Here you are.
Thank you.

I forgot my bowl.
I forgot my spoon.
Let's share.
Here you are.
Thank you.

I forgot my fork.
I forgot my knife.
Let's share.
Here you are.
Thank you.

I forgot my chopsticks.
I forgot my napkin.
Let's share.
Here you are.
Thank you.
Repeat.

23 – Storytime: Playing in the Park

Narrator: Kinka and Pinka had a nice picnic. Now, they are playing in the park with their friends. Who do you see? Kippy Kangaroo, Uncle Umpire, Jilly Jellyfish and Loxy Fox are all here. What is everyone doing?

Pinka: I'm swimming.

Narrator: Wow, Pinka, can you swim?

Pinka: Yes, I can! I can swim.

Narrator: Oh Jilly, you have jelly legs. Can Jilly kick?

Pinka: No. But, Jilly can swim!

Narrator: True, Pinka. OK, how about the others?

Pinka: Uncle can throw but Kinka, can you catch?

Kinka: No, I can't.

Narrator: That's OK. Keep trying, Kinka.

Kinka: Loxy can run and Kippy can jump.

Narrator: Can you run and jump, Kinka?

Kinka: Yes, I can!

Narrator: Who can fly?

Kinka and Pinka: The

bee can fly!

Narrator: How about you?

Kinka and Pinka: No, we can't! Ha, ha.

24 – Can You Chant

Run, run, run, __.
Jump, jump, jump, __.
Kick, kick, kick, __.
Swim, swim, swim, __.
Run, jump, kick, swim. x 2
Catch, catch, catch, __.
Throw, throw, throw, __.
Fly, fly, fly, __.
Catch, throw, fly. x 2

25 – Dialogue Unit 4

Iggy: Can you swim?

Pinka: Yes, I can.

Kinka: No, I can't.

26 – Can You Song

Can you run? x 2
Yes, I can.
Can you jump? x 2
Yes, I can.
Can you kick?
Can you swim?
Yes, I can.
Can you catch?
Can you throw?
Yes, I can.
Can you fly? x 2
No, I can't! x 2
Repeat.

27 – Storytime: At the Playground

Narrator: Today, Kinka, Pinka and their friends are at the playground. Where is everyone?

Kinka: Pinka is on the slide.

Pinka: Weeee!

Kinka: Iggy Iguana is in the sandbox. Cute sandcastle, Iggy!

Pinka: Kippy Kangaroo and Loxy Fox are on the

see-saw. I like the
see-saw!

Kinka: Me, too.

Narrator: Who is that on
the bars?

Pinka: It's Milly

Monkey! Milly is under
the bars. She is good at
hanging.

Kinka: Milly is the best
at climbing and hanging.

Narrator: Everyone
looks very happy!
Where do you want to
be? On the swings? On
the see-saw? On the
slide? In the sandbox?
On the jungle gym? Or
under the bars?

28 – Playground Chant

Swings, swing, swings, __.
Sandbox, sandbox,
sandbox, __.
See-saw, see-saw,
see-saw, __.
Bars, bars, bars, __.
Jungle gym, jungle gym,
jungle gym, __.
Slide, slide, slide, __.

Swings, sandbox, see-saw,
bars, jungle gym, slide. x2

29 – Dialogue Unit 5

Pinka: Where's Kinka?

Loxy: On the swings.

30 – Where's Kinka?

Where's Kinka? x 2
He's on the swings.
Where's Kinka? x 2
He's in the sandbox.
He's on the see-saw.
He's under the bars.
He's on the jungle gym.

Where's Kinka? x 2
He's on the swings.
Where's Kinka? x 2
He's in the sandbox.

He's on the see-saw.
He's under the bars.
He's on the slide.
Karaoke.
Repeat.

31 – Swing Back and Forth

Swing, swing, back and
forth.

Back and forth. x 2
Swing, swing, back and
forth.

Back and forth.

Sandbox, sandbox, Dig,
dig.

Dig, dig. x 2

Sandbox, sandbox, Dig,
dig.

Dig, dig, dig.

See-saw, see-saw, up and
down.

Up and down. x 2

See-saw, see-saw, up and
down.

Up and down.

Bars, bars, climb across.
Climb across. x 2

Bars, bars, climb across.
Climb across.

Jungle gym, jungle gym,
climb up.

Climb up. x 2

Jungle gym, jungle gym,
climb up.

Climb up, up.

Slide, slide, down we go.
Down we go. x 2

Slide, slide, down we go.
Here we go!

Weee!

32 – Storytime: Family Day

Narrator: It's family day
at Kinka and Pinka's
house. We are meeting
their friends' families.

Grandma is here! Hi,
Kinka. Hi, Pinka.

Kinka and Pinka: Hi!

Pinka: This is my
grandma!

Grandma: Hello!

Narrator: Hello! Nice to
meet you.

Grandma: Nice to meet
you, too!

Narrator: Who else is at
your party?

Pinka: Leo Lion, Golly
Goat, Elly Elephant and
Cally Cat are here.

Narrator: Who's this,
Elly?

Elly: This is my big
brother.

Kinka: Nice to meet you.

Narrator: Who's this,
Cally?

Cally: This is my little
sister.

Narrator: Who's this,
Golly?

Golly: This is my mom
and grandpa.

Narrator: Who's this,
Leo?

Leo: This is my dad.

Narrator: It's nice to
meet you all!

All: Nice to meet you,
too!

33 – Family Chant

Grandma, grandma,
grandma, __.

Grandpa, grandpa,
grandpa, __.

Mom, mom, mom, __.

Dad, dad, dad, __.

Grandma, grandpa,
mom, dad x 2

Big sister, big sister, big
sister, __.

Little sister, little sister, little
sister, __.

Big brother, big brother,

big brother, __.
Little brother, little brother,
little brother, __.
Big sister, little sister, big
brother, little brother x 2

34 – Dialogue Unit 6

Golly: This is my mom.

Pinka: Nice to meet you.

35 – This Is My Mom

is my grandma.
This is my grandpa.
This is my mom.
This is my dad.

This is my big sister.
This is my little sister.
This is my big brother.
This is my little brother.
Repeat.

36 – Let's Shake Hands

Let's shake hands and say
nice to meet you. x 2
Nice to meet you. x 2
Nice to meet you.
Repeat.

37 – Storytime: Giving a Concert

Narrator: Today, Kinka,
Pinka and their friends
are giving a concert.
What's Cally doing,
Pinka?

Pinka: Cally's playing
the piano.

Narrator: Wow! What's
Kinka doing?

Pinka: Playing the drums.

Narrator: Kinka, can
you play the drums?

Kinka: Yes, I can!

Narrator: Great! What's
Leo doing?

Kinka: Leo's playing the
guitar.

Narrator: Fantastic! I
didn't know you all
were so talented. What

are Golly and Elly
doing?

Pinka: Golly's playing
the flute and Elly's
playing the triangle.

Narrator: How about
you?

Pinka: I'm playing the
violin.

Kinka: Can you play an
instrument?

Narrator: Me? No I
can't. It's nice to hear
you all playing. Cally's
sister is dancing. It must
be a great concert! Who
else is listening?

38 – Instruments Chant

Piano, piano, piano, __.
Drums, drums, drums, __.
Flute, flute, flute, __.
Triangle, triangle, trian-
gle, __.
Violin, violin, violin, __.
Guitar, guitar, guitar, __.
Piano, drums, flute,
triangle, violin, guitar. x 2

39 – Dialogue Unit 7

Cally: What's Elly doing?

Pinka: Playing the
triangle.

40 – What's Kinka Doing?

What's Cally doing? x 2
Cally's playing the piano.

What's Kinka doing? x 2
Kinka's playing the drums.

What's Leo doing? x 2
Leo's playing the guitar.

What's Elly doing? x 2
Elly's playing the triangle.

What's Golly doing? x2
Golly's playing the flute.

What's Pinka doing? x2

Pinka's playing the violin.

41 – I Can Play the Piano

I can play the piano.
I can play the drums.
I can play the guitar.
I can play the triangle.
I can play the flute.
I can play the violin.

I can't play the piano.
I can't play the drums.
I can't play the guitar.
I can't play the triangle.
I can't play the flute.
I can't play the violin.
Repeat.

42 – Storytime: Dinner Time

Narrator: After the
concert, everyone is
hungry. Grandma has
made a big dinner for
everyone.

Grandma: We have
broccoli, meatballs,
spinach, bread, peas,
spaghetti, soup and rice.
What would you like for
dinner?

All: Hmmm.

Kinka: I'd like broccoli
and spaghetti and
meatballs, please. How
about you Pinka?

Pinka: I'd like soup,
bread and peas, please!
What would you like for
dinner, Leo?

Leo: I'd like meatballs
and spinach, please.

Kinka: What would you
like for dinner, Cally?

Cally: I'd like soup and
rice, please.

Grandma: How about
you Golly?

Golly: I'd like everything!

43 – Dinner Chant

Spaghetti, spaghetti,
spaghetti, __.
Spinach, spinach,
spinach, __.
Meatballs, meatballs,
meatballs, __.
Rice, rice, rice, __.
Spaghetti, spinach,
meatballs, rice. x 2

Broccoli, broccoli,
broccoli, __.
Bread, bread, bread, __.
Soup, soup, soup, __.
Peas, peas, peas, __.
Broccoli, bread, soup,
peas. x 2

44 – Dialogue Unit 8

Grandma: What would you like for dinner?

Kinka: I'd like spaghetti and meatballs.

45 – What Would You Like for Dinner?

What would you like for dinner? x 3
I'd like spaghetti and spinach, please.
What would you like for dinner? x 3
I'd like meatballs, broccoli and rice.
What would you like for dinner? x 3
I'd like peas, soup and bread, please.
What would you like for dinner? x 3
I'd like a little of everything, please.

46 – Twirl Like Spaghetti

Twirl like spaghetti.
Twirl, twirl, twirl. x 3
Twirl like spaghetti.
Twirl, twirl, twirl. x 2

Bunch like broccoli.
Bunch, bunch, bunch. x 3
Bunch like broccoli.
Bunch, bunch, bunch. x 2

Roll like a meatball.
Roll, roll, roll. x 3
Roll like a meatball.
Roll, roll, roll. x 2

47 – Storytime: Let's Pretend

Narrator: After dinner, Kinka and Pinka are in their room. They like playing before bedtime.

Kinka: Let's pretend!

Pinka: OK. I want to be a ballerina. Where's my tutu?

Kinka: It's in the closet.

Pinka: Thanks. Who are you, Kinka?

Kinka: I want to be a pirate. Aargh!

Pinka: Ha ha ha!
Where's my tiara?

Kinka: It's on the shelf.

Pinka: Thanks.

Kinka: Ahoy, matey!
Narrator: Where are Kinka and Pinka's other toys? Do you see the video game? It's on the shelf. Where's the sticker book? It's on the floor. Where is the ball? It's by the closet. Did you find everything?

48 – Inside Play Chant

Sword, sword, sword, __.
Video game, video game,
video game, __.
Tutu, tutu, tutu, __.
Tiara, tiara, tiara, __.
Sword, video game, tutu,
tiara. x 2

Sticker book, sticker book,
sticker book, __.
Closet, closet, closet, __.
Shelf, shelf, shelf, __.
Floor, floor, floor, __.
Sticker book, closet, shelf,
floor. x 2

49 – Dialogue Unit 9

Pinka: Where's my tutu?

Kinka: It's on the floor.

50 – Where Are My Toys?

Where is my sword?

It's by the closet.

Where is my sword?

It's by the closet.

Where is my sword?

It's by the closet. x 2

Where is my video game?

It's on the shelf.

Where is my video game?

It's on the shelf.

Where is my video game?

It's on the shelf. x 2

Where is my tutu?

It's in the closet.

Where is my tutu?

It's in the closet.

Where is my tutu?

It's in the closet. x 2

Where is my tiara?

It's on the shelf.

Where is my tiara?

It's on the shelf.

Where is my tiara?

It's on the shelf. x 2

Where is my sticker book?

It's on the floor.

Where is my sticker book?

It's on the floor.

Where is my sticker book?

It's on the floor. x 2

51 – I Want To Be a Ballerina

I want to be a ballerina, a ballerina, a ballerina.
I want to be a ballerina.
Turn around and arabesque.

I want to be a pirate, a pirate, a pirate.
I want to be a pirate.
Sword ready and advance. Aargh!
Repeat.

52 – Storytime: Getting Ready To Go

Narrator: It's bedtime.

Pinka was so sleepy she fell asleep. What does she see in her dream? Billy and Betty. Kinka, what are you doing?

Kinka: I'm packing, but, it's my pillow! Pinka is sleeping on my pillow!

Narrator: Uh-oh, Kinka.

You have Pinka's pillow in your bed and she has your pillow in her bed.

Kinka: That's OK. We can switch in the morning.

Narrator: Where are you going, Kinka?

Kinka: We're going on a trip through the magic tunnel. I have my hanky, my toothpaste and toothbrush and, well, I will have my pillow.

Narrator: The magic tunnel?

Kinka: Yes. We can go anywhere from there.

Narrator: I see. Oh, that is what Pinka is dreaming about.

Sounds fun. Be careful and have a safe trip!

Kinka: Thank you!

53 – Bedtime Chant

Hanky, hanky, hanky, __.
Bag, bag, bag, __.
Teddy bear, teddy bear, teddy bear, __.
Toothbrush, toothbrush, toothbrush, __.
Hanky, bag, teddy bear, toothbrush. x 2

Toothpaste, toothpaste, toothpaste, __.
Blanket, blanket, blanket, __.
Bed, bed, bed, __.
Pillow, pillow, pillow, __.
Toothpaste, blanket, bed, pillow. x 2

54 – Dialogue Unit 10

Kinka: Whose hanky?

Rabby: It's my hanky.

55 – It's Time for Bed

It's time for bed.
It's bedtime.
It's time to go to bed.
Repeat.

Whose hanky?
Whose bag?
Whose teddy bear?

It's my hanky.
It's my bag.
It's my teddy bear.

It's time for bed.
It's bedtime.
It's time to go to bed.
Repeat.

Whose toothbrush?
Whose toothpaste?
Hmmm. It's mine.

It's time for bed.
It's bedtime.
It's time to go to bed.
Repeat.

Whose blanket?
Whose bed?
Whose pillow?

It's my blanket.
It's my bed.
It's my pillow.

It's time for bed.
It's bedtime.
It's time to go to bed.
Repeat.

Shhh. Good night.

56 – The Magic Tunnel

We're going on a trip with Billy and Betty.

We're going through the magic tunnel.

Bring along your toothbrush.

Bring along your toothpaste.

Put them in your bag, let's go!

We're going on a trip with Billy and Betty.

We're going through the magic tunnel.

Bring along your pillow.

Bring along your doll.

Put them in your bag, let's go!

Repeat.

Happy Valley 1

Workbook

Dialogues

Track # – Name

1 – Unit 1 A

T: Do you like toast?

S: Yes/No.

T: Ask Pinka.

S: Do you like toast?

T: Yes. Pass the jam, please.

S: **Get sticker. Stick.**

T: Here you are.

S: Thank you.

2 – Unit 1 B

T: Do you like eggs?

S: Yes/No.

T: Ask Pinka.

S: Do you like eggs?

T: Yes. Pass the eggs, please.

S: **Get sticker. Stick.**

T: Here you are.

S: Thank you.

3 – Unit 1 C

T: Do you like cereal?

S: Yes/No.

T: Ask Pinka.

S: Do you like cereal?

T: Yes. Pass the cereal, please.

S: **Get sticker. Stick.**

T: Here you are.

S: Thank you.

4 – Unit 1 D

T: Do you like pancakes?

S: Yes/No.

T: Ask Pinka.

S: Do you like pancakes?

T: Yes. Pass the butter, please.

S: **Get sticker. Stick.**

T: Here you are.

S: Thank you.

Unit 2

5 – Unit 2 A

S: **Circle what they want to do.**

T: Let's build.

S: OK/No, thanks.

6 – Unit 2 B

S: **Circle what they want to do.**

T: Let's read.

S: OK/No, thanks.

7 – Unit 2 C

S: **Circle what they want to do.**

T: Let's sing.

S: OK/No, thanks.

8 – Unit 2 D

S: **Circle what they want to do.**

T: Let's dress up.

S: OK/No, thanks.

Unit 3

9 – Unit 3

T: Kinka, what's the matter?

S: I forgot my fork. I forgot my cup.

T: Let's share. Here you are. **Give sticker.**

S: Thank you. **Stick in Pinka's hand.**

10 – Unit 3 B

T: Kinka, what's the matter?

S: I forgot my plate. I forgot my knife.

T: Let's share. Here you are. **Give sticker.**

S: Thank you. **Stick in Pinka's hand.**

11 – Unit 3 C

T: Kinka, what's the

matter?

S: I forgot my spoon. I forgot my bowl.

T: Let's share. Here you are. **Give sticker.**

S: Thank you. **Stick in Pinka's hand.**

12 – Unit 3 D

T: Kinka, what's the matter?

S: I forgot my chopsticks. I forgot my napkin.

T: Let's share. Here you are. **Give sticker.**

S: Thank you. **Stick in Pinka's hand.**

Unit 4

13 – Unit 4 A

T: Can you swim?

S: Yes/No.

T: Circle the face.

S: **Circle. Ask family.** Can you swim?

T: Yes/No.

S: **Circle the face.**

14 – Unit 4 B

T: Can you kick?

S: Yes/No.

T: Circle the face.

S: **Circle. Ask family.** Can you kick?

T: Yes/No.

S: **Circle the face.**

15 – Unit 4 C

T: Can you run?

S: Yes/No.

T: Circle the face.

S: **Circle. Ask family.** Can you run?

T: Yes/No.

S: **Circle the face.**

T: Can you jump?

S: Yes/No.

T: Circle the face.

S: **Circle. Ask family.** Can you jump?

T: Yes/No.

S: **Circle the face.**

16 – Unit 4 D

T: Can you throw?

S: Yes/No.

T: Circle the face.

S: **Circle. Ask family.** Can you throw?

T: Yes/No.

S: **Circle the face.**

T: Can you catch?

S: Yes/No.

T: Circle the face.

S: **Circle. Ask family.** Can you catch?

T: Yes/No.

S: **Circle the face.**

Unit 5

17 – Unit 5 A

S: Where's Kinka?

T: On the swings.

S: **Stick.**

T: Where's Kinka?

S: On the swings.

18 – Unit 5 B

S: Where's Kinka?

T: In the sandbox.

S: **Stick.**

T: Where's Kinka?

S: In the sandbox.

19 – Unit 5 C

S: Where's Loxy?

T: On the seesaw.

S: **Stick.**

T: Where's Loxy?

S: On the seesaw

S: Where's Pinka?

T: On the slide.

S: **Stick.**

T: Where's Pinka?

S: On the slide.

20 – Unit 5 D

S: Where's Milly?

T: Under the bars.

S: **Stick.**

T: Where's Milly?

S: Under the bars.

Unit 6

21 – Unit 6 A

T: Look at the family. Who do you see?

S: Mom, grandma, grandpa, little sister, big sister, little brother, big brother.

T: Who's missing?

S: Dad.

T: Good. Find the sticker.

S: **Find. Stick.**

22 – Unit 6 B

T: Look at the family. Who do you see?

S: Mom, dad, grandma, little sister, big sister, little brother, big brother.

T: Who's missing?

S: Grandpa.

T: Good. Find the sticker.

S: **Find. Stick.**

23 – Unit 6 C

T: Look at the family. Who do you see?

S: Mom, dad, grandma, grandpa, little sister, little brother, big brother.

T: Who's missing?

S: Big sister.

T: Good. Find the sticker.

S: **Find. Stick.**

24 – Unit 6 D

T: Look at the family. Who do you see?

S: Mom, dad, grandma, grandpa, little sister, big sister, little brother.

T: Who's missing?

S: Big brother.

T: Good. Find the sticker.

S: **Find. Stick.**

Unit 7

25 – Unit 7 A

S: What's Kinka doing?

T: Playing the drums.

S: **Circle the correct picture.**

T: What's Kinka doing?

S: Playing the drums.

26 – Unit 7 B

S: What's Cally doing?

T: Playing the triangle.

S: **Circle the correct picture.**

T: What's Cally doing?

S: Playing the triangle.

27 – Unit 7 C

S: What's Leo doing?

T: Playing the guitar.

S: **Circle the correct picture.**

T: What's Leo doing?

S: Playing the guitar.

28 – Unit 7 D

S: What's Golly doing?

T: Playing the violin.

S: **Circle the correct picture.**

T: What's Golly doing?

S: Playing the violin.

Unit 8

29 – Unit 8 A

S: What would you like for dinner?

T: I'd like spaghetti, meatballs and salad, please.

S: **Circle.**

T: What would you like for dinner?

S: I'd like _____.

30 – Unit 8 B

S: What would you like for dinner?

T: I'd like bread, soup and spinach, please.

S: Circle.

T: What would you like for dinner?

S: I'd like _____.

31 – Unit 8 C

S: What would you like for dinner?

T: I'd like rice, broccoli and meatballs, please.

S: Circle.

T: What would you like for dinner?

S: I'd like _____.

32 – Unit 8 D

S: Stick. Show and tell. I'd like _____.

T: Me, too/Not me.

Unit 9

33 – Unit 9 A

T: Where's my sword? It's in the closet.

S: Listen.

T: Where's my sword? It's in the closet.

S: Stick.

T: Where's my sword?

S: It's in the closet.

34 – Unit 9 B

T: Where's my tutu? It's on the floor.

S: Listen.

T: Where's my tutu? It's on the floor.

S: Stick.

T: Where's my tutu?

S: It's on the floor.

35 – Unit 9 C

T: Where's my sticker book? It's on the shelf.

S: Listen.

T: Where's my sticker book? It's on the shelf.

S: Stick.

T: Where's my sticker book?

S: It's on the shelf.

36 – Unit 9 D

T: Where's my tiara? It's by the closet.

S: Listen.

T: Where's my tiara? It's by the closet.

S: Stick.

T: Where's my tiara?

S: It's by the closet.

T: Where's my video game? It's on the closet.

S: Listen.

T: Where's my video game? It's on the closet.

S: Stick.

T: Where's my video game?

S: It's on the closet.

Unit 10

37 – Unit 10 A

T: Whose pillow and blanket?

S: It's my pillow and blanket

T: Here you are. Pack your bag.

S: Thank you. **Stick.**

38 – Unit 10 B

T: Whose toothbrush and toothpaste?

S: It's my toothbrush and toothpaste.

T: Here you are. Pack your bag.

S: Thank you. **Stick.**

39 – Unit 10 C

T: Whose hanky?

S: It's my hanky.

T: Here you are. Pack your bag.

S: Thank you. **Stick.**

40 – Unit 10 D

T: Whose bag?

S: It's my bag.

T: Here you are. Put it by

the bed.

S: Thank you. **Stick.**

Review Pages

41 – Review 1

T: Can you sing?

S: Yes/No.

T: Circle the face.

S: Circle. Ask family. Can you sing?

T: Yes/No.

S: Circle the face.

T: Can you read?

S: Yes/No.

T: Circle the face.

S: Circle. Ask family. Can you read?

T: Yes/No.

S: Circle the face.

42 – Review 2

S: Where's little sister?

T: Under the bars.

S: Stick under the bars.

S: Where's little brother

T: On the slide.

S: Stick on the slide.

S: Where's dad?

T: In the sandbox.

S: Stick in the sandbox.

43 – Review 3

S: What's Elly doing?

T: Playing the piano.

S: Draw line.

T: What's Elly doing?

S: Playing the piano.

T: Can you play the piano?

S: Yes/No.

S: What's Pinka doing? **T:** Playing the flute.

S: Draw line.

T: What's Pinka doing? **S:**

Playing the flute.

T: Can you play the flute?

S: Yes/No.

S: What's Golly doing? **T:**
Playing the triangle.

S: *Draw line.*

T: What's Golly doing? **S:**
Playing the triangle.

T: Can you play the
triangle?

S: Yes/No.

44 – Review 4

T: It's breakfast time.

What would you like for
breakfast?

S: Stick. I'd like _____. **S**
can say more than one
food.

45 – Review 5

T: What color is it?

S: Red.

T: Trace it with a red
crayon.

S: *Trace.*

T: What color is it?

S: Yellow.

T: Trace it with a yellow
crayon.

S: *Trace.*

T: What color is it?

S: Green.

T: Trace it with a green
crayon.

S: *Trace.*

T: What color is it?

S: Purple.

T: Trace it with a purple
crayon.

S: *Trace.*

T: What color is it?

S: Orange.

T: Trace it with an orange
crayon.

S: *Trace.*

T: What color is it?

S: Brown.

T: Trace it with a brown
crayon.

S: *Trace.*

T: What color is it?

S: Black.

T: Trace it with a black
crayon.

S: *Trace.*

Web Resources

Lesson Plans for a year of lessons.

Routines, Games and Activities Bank.

Videos showing gestures and dances.

See all at happyvalley.tv

Abbreviations

S: student(s)

T: teacher

P: parent

HV1: Happy Valley 1

HV2: Happy Valley 2

LP: lesson plan

SB: student book

WB: workbook

FC: flashcard(s)

U: unit

Q: question

A: answer