

Happy Valley Routines, Games and Activities Bank

In this document you will find instructions for Happy Valley Routines, followed by General Games, Games for Happy Valley 1, 2 and 3 specifically, Numbers Games and finally Phonics Games. This guide includes all games suggested in the lesson plans as well as many additional games. Check the blog at www.happyvalley.tv/blog for new ideas from co-author Catherine Oki and our users. Add your ideas in the comments sections or send us an email at info@happyvalley.com You can also send us a video of your students and with your permission, we will put it on our website.

See the last page for the Abbreviation Guide.

Routines

Welcome Routines

Routine 1

Before **S** enter the classroom, ask a review **Q**. For example, **T**: What's your name? or How's the weather? After **A**, **S** come into the classroom.

Routine 2

S come into the classroom and put their books etc. into baskets or piles, saying, My book. My workbook. My crayons, etc. Then **S** can sit down or play.

Routine 3

When **S** come, instead of beginning class immediately, put out relevant toys (e.g. **U6** put out play fruit or **U7** put out towels, washcloths and soap bottles. Blow bubbles for a bubble bath.) Alternatively, put out objects related to the previous **U** giving **S** a chance to play with the language they have learned. **T** plays with **S**, guiding the use of English.

Storytime Routines

Routine 1

Before playing the track, see if **S** know anything in the picture. **T** plays track and points to the characters as they speak and vocabulary being spoken. **T** interacts with the story by showing appropriate emotional responses to the story (e.g., when something is funny, **T** laughs.)

Routine 2

Before playing the track, **T** checks if **S** know anything in the picture. To foreshadow what they will hear, ask **S Q** the narrator will ask the characters in the story, Play track and point to the characters who are speaking and vocabulary being spoken. **T** interacts with the story by showing appropriate emotional responses to the story (e.g. when something is funny, **T** laughs.)

Routine 3

Before playing the track, check what **S** remember by asking **S** to point to what they know. Ask **Q** about the picture. Play the track and when the narrator asks **Q**, stop the track and let **S** answer.



Routine 4

Play the track first. **T** asks relevant **Qs** about the picture. See if **S** can ask **T** or other **S**, *What is it?* or *What color?* while pointing to something in the picture.

Let's Chant Routines

Routine 1

Line **FC** on the board or in a **FC** holder. Play the track and point to the **FC**. On the 4th beat, **S** say the word.*

Routine 2

T opens **SB** to *Let's Learn* page, *Let's Chant* section. Play track, **T** points to the vocabulary on the page. On the 4th beat, **S** say the word.*

Routine 3

Randomly pass out **FC** to **S**. Play the track. When **S** hears their card, they say it on the 4th beat. Then **S** puts the **FC** on the board.

Routine 4

S and **T** open the book to *Let's Learn* page, *Let's Chant* section. **S** and **T** point to the vocabulary on the page. On the 4th beat, **S** say the word.*

*Use gestures for each vocabulary word and on the 4th beat, **S** can not only say the word, but do the gesture. **S** can also make up gestures. In With Mom classes, **P** and **S** can do it together.

Dialogue Routines

Routine 1

T asks **S** who the characters are. **T** plays track and points to the character speaking, while listening to the whole dialogue. Play track again, stop the track after each character's part, **S** repeat. *

Routine 2

T asks **S** who the characters are. **T** plays track and points to the character speaking, while listening to the whole dialogue. Play track again, stop the track after each character's part, **S** repeat. Then **S** takes one character's part and says it, while **T** plays the other part.*

Routine 3

T asks **S** who the characters are. **T** plays track and points to the character speaking, while listening to the whole dialogue. **T** asks **S**, "What did (character) say?" If **S** can't say it, play track again, stop the track after each character's part, **S** repeat. **T** can ask **S** again who said what. **S** take one character's part and say it, while **T** plays the other part.*

Routine 4

T asks **S** who the characters are. **T** asks **S**, *What did (character) say?* If **S** can't say it, play track again, stop the track after each character's part, **S** repeats. **T** asks **S** again. **S** takes one character's part and says it, while other **S** takes the other part.*

*Use the puppets from **SB** to do the dialogues.



Let's Sing and Move Routines

Routine 1

Open the book and sing along, pointing to the pictures as they are heard in the song.

Routine 2

Use gestures for each vocabulary and when that word is heard or sung in the song, make the gesture.

Routine 3

Using **S FC**, put the words in the order they are heard. Then dance.

Goodbye Routines

Routine 1

S line up, **T** asks each **S Q** related to **U** (or **S** asks **T**). * **S** answers and asks, *May I have a sticker, please?* **S** chooses a sticker and puts it on the bus route in **SB**.

Routine 2

Same as Routine 1, but use the **WB** and/or **PWB** homework page.

Whether with a parent or not, ask **P** to participate by asking **Q** or answering **S** questions.

***S** who finish ask other **S** with **T** facilitating.

Language Games and Activities

See bottom for the Abbreviation Guide.

Each game is marked with letters, for example, (V, I, R). This indicates how the game is best used. If it is good for vocabulary review, it will have a (V, R) or if the conversation can be changed so **S** ask each other for honest answers using the dialogue, it is marked with (D, MP). These stand for the following:

(V): good for vocabulary

(D): good for using the dialogue

(I): good for introducing language to **S**

(R): good for reviewing language

(CP): good for controlled practice of language

(P): good for production of language between **S**

(MP): good for making language more personal to **S**

It is suggested below that **T** first give the **A**, and then ask the **Q** for **S** to repeat the **A**.

For example,

T: It's a (carrot). What it is?

S: It's a (carrot).

Alternatively, have **S** ask first.

S: What is it?



T: It's a (carrot). What is it?

S: It's a (carrot).

“What is it?” is a **Q S** need from the very start, so get them asking as soon as possible.

The example conversations below should be changed to fit the different vocabulary or target language found in the Let's Learn section of each **U**.

On the wall

Put **FC** on the wall and as you play Let's Learn Chant, everyone jumps from one **FC** to the next. On the 4th beat, **S** say the word then jump to the next **FC**.

Stop

S chooses **FC**. Mix with other **FC**. **T** holds **FC** and flips through them so **S** can see them. When **S** see the chosen word, **S** yell, *Stop*. All chant the word 4 times, getting progressively louder or quieter. (I, V)

Jump

S chooses **FC**. Mix with other **FC**. **T** holds **FC** and flips through them so **S** can see them. When **S** see the chosen word, **S** jump. All chant the word 4 times, getting progressively louder or quieter. (I, V)

Hold Hands

Around the room, place **FC** on the ground face up. **T** say a word, **S** hold hands and form a circle around the **FC**. (I, V)

Stop and Touch

Just like Stop, but put the same target **FC** face down on the floor or table. After **S** say *Stop* everyone takes a **FC** and the **S** with the same **FC** touches **T FC**. (I, V)

Stop RSP

Just like Stop, but put two of each of the target **FC** face down on the floor or table. After **S** say *Stop* everyone takes a **FC** and the **S** with the same **FC** do rock, scissors, paper (RSP) and the winner gets a point or just a high five. (I, V)

Fishing

Make fishing rods with chopsticks, string and a magnet. Place paperclips on the **FC**. **T** say the **TL**, **S** go with fishing rods, fish for the **FC** with the **TL** on it and bring it to **T**. (V, R)

Bowling 1

Using a bowling set (purchased or handmade from PET bottles), place the different color pins in a triangle formation and have **S** stand on a line and roll the ball. **S** count the number of pins they knock over and name the color of the pins.

Bowling 2

Like Bowling 1, but under the pins, place **FC**. **S** name the **TL** on the **FC** under the pins they knock over. (V, R)

Slow Reveal

Slowly pull the **FC** from behind another **FC** or from behind the board. Vary speed of reveal. **T** say the syllables or the individual sounds of the word slowly as you reveal for **S** to put together to say the word. All **S** repeat the word. As you put more **FC** up, go back repeating the previous vocabulary. (I, V, R)



Guessing Game

T choose a FC and describe it in terms of size, color, numbers, body part, and/or shapes.

T: There are 3 circles. It's blue and yellow.

S: Bubbles.

(R, V)

Pass it On

S sit in a circle and pass around FC. Each S says the word as they pass it on. This is also good for Yes/No question dialogues. S1 ask the Q and S2 A with their own, real answer before asking next S.

S1: Do you like (carrots)? *Pass FC.*

S2: Yes, I do/No, I don't. Do you like (carrots)? *Pass FC.*

S3: Yes, I do/No, I don't. and so on until all S have answered.

(I, V, D, MP)

Lucky Dip

Place FC in an opaque bag. S1 pulls out FC and holds it up.

T: It's a (banana). What is it?

S: It's a (banana).

Repeat the activity, encouraging a different S to select a FC each time. (I, V, D, MP)

Find it

T hold FC and S chooses one.

S: What is it?

T: It's a (bicycle). What is it?

S: It's a (bicycle).

T mix in with the other cards and lay all face down. S flip all the cards one by one, repeating the TL until they find their chosen card.

T: What is it?

S: It's a (bicycle).

(I, P, V)

Run and Find it

Put FC around the room. Say the phonics or TL and have the S go and get the card and bring it to you. T ask the TL question, and S answers.

T: It's a tree. Go!

S who finds it goes to T.

T: What is it?

S: It's a tree. Put the FC on the board or give to teacher.

(V, R, I)

What's in My Bag?

T put the TL FC or SB stickers into a bag (you can also put small objects into the bag). T sing to the tune of the song *Skip to my Loo*, "Bag, bag, what's in my bag. Bag, bag, what's in my bag. Take a look, look and see. I see a (stop singing)." S take something from the bag, T finish "I see a t-shirt in my bag."

T: What is it?

S: It's a t-shirt.

Then S can put the FC on the board or give to T. (V, P)

Chant and Throw

Hold up FC and introduce the TL.

T: It's a (banana). What is it?

S: It's a (banana).

Throw the FC in the air for S to try and catch. Repeat for remaining FC. (I, V)



Follow Me

Scatter **FC** around the room. Skip around the room and have **S** follow. On reaching a **FC** say, *Stop*. Introduce **TL**.

T: I like (apples). What do you like?

S: I like (apples).

Repeat for remaining **FC**. (I, V, D, MP)

Chinese Whispers

S and **T** sit in a circle. **T** holds up **FC** and whispers **TL** to **S** next to them.

T: It's a (clothing).

First **S** takes **FC** from **T**, passes it to next **S** and whispers vocabulary to next **S**. The **FC** is passed around the circle until it reaches **T** again.

T: What is it?

S together: It's a (clothing).

Repeat for remaining **FC**. (I, V, CP)

Throw and Flip

Place **FC** face down around the edge of the table or in a circle on floor. Have one **S** roll dice and count corresponding number of **FC** around table or circle. Flip over **FC** stopped at.

Introduce **TL**.

T: It's a (strawberry). What is it?

S: It's a (strawberry).

S take turns rolling the dice and repeat for remaining **FC**. (I, V, CP, P, MP)

Flip Over

Lay all **FC** face down. Have one **S** turn over one **FC**. Introduce **TL**.

T: It's (purple). What colour is it?

S: It's (purple).

Repeat for remaining **FC**. (I, V, CP)

Circle Repeat

Hold up one **FC** and introduce **TL**.

T: It's sunny. How's the weather?

S: It's sunny.

Hand **FC** to **S** on left. **S** introduces **TL** to next **S** on left.

S1: It's sunny. How's the weather?

S2: It's sunny.

Continue until **FC** reaches **T**. Introduce different **FC** and repeat for remaining **FC**. (D, CP)

Jump, Follow & Flip

Place all **FC** face down around the edge of the table or in a circle on the floor. Jump round the table and have **S** follow. Say, *Stop!* Flip over **FC** nearest **T** and introduce **TL**.

T: It's a (shirt). What is it?

S: It's a (shirt).

Repeat for remaining **FC**. (I, V, D, CP)

Take It. Bring it.

T hold **FC** and place matching **FC** face up on the floor or on a table. **S** line up. **T** show **S** **FC**.

T: It's a flower. What is it? (add gesture if you want to)

S1: It's a flower.

T: What is it?

S1: It's a flower. Take **FC** and match it to the **FC** on the floor or table, placing it on top and re-joining the line.

Repeat until all **FC** have a match, then have **S** bring the **FC** back to **T**.



T: Bring me a (flower).
S go to the (flower) **FC** and bring it to **T**.
T: What is it?
S: It's a flower.
Repeat until all **FC** have been brought back to **T**. (I, V, D)

What's Missing?

Line the **FC** up and ask **S** to close their eyes. Take one **FC** away. Ask **S** to open their eyes and take turns saying what **FC** is missing. Show **SB** if they need a reminder. When comfortable, make **S T**.

Grab, Find, Circle

T put several **FC** faced up or down in a spot in the classroom. **S** run and grab a **FC**. **Ss** find the picture in the **SB** and circle it with a crayon or pencil. Show **T**.
S: It's a sandwich.

Stamp

Scatter **FC** face up around the room. Review **TL** as you drop each one.

T: It's (color). What color is it?
S: It's (color).
Have **S** touch the wall. Call out the **TL**.
S: What color is it?
T: It's (blue).
S move to **FC**, stamp and chant.
S: It's (blue). It's (blue). It's (blue).
T: What color is it?
S: It's (blue).
Repeat for remaining **FC**. (V, D, CP)

Touch and Tell

Lay **FC** on the floor face up. Review **TL** as you lay each one.
T: It's a (bird). What is it?
S: It's a (bird)
Have **S** put their hands in the air or on their heads. Call out **TL**.
T: It's a (bird)
S: All touch the (bird) **FC**.
T: What is it?
S: It's a (bird).
Repeat for remaining **FC**. **S** take turns being **T** and calling out **TL**. (R, V, CP)

Four Corners

Place one **FC** in each corner of the room (or randomly around the walls if more than 4). Review **TL** as you place each one. All **S** and **T** stand together in centre of room. **T** hold hands with **S** and stomp feet. **T** call out **TL**.
T: It's a (skirt). What is it?
S: It's a (skirt).
T: It's a (skirt).
All **S** move to (skirt) wall. Stomp and chant.
S: It's a (skirt). It's a (skirt). It's a (skirt).
T: What is it?
S: It's a (skirt).
Repeat for remaining **FC**. (R, V, D, CP)



Basket Drop

Lay all **FC** on floor face up. Introduce **TL** as you lay each one.

T: It's (number). What number is it?

S: It's (number).

Place two baskets at front of room, with a set of **FC** in front of each basket. Split **S** into two teams and make them line up behind a start line.

T: It's (6).

S: First **S** from each team hops up to the **FC**, picks up the (6) **FC** and drops it in their basket. First **S** to place the **FC** in their basket gets one point.

T: What number is it?

S: It's (6).

Repeat for remaining **FC**. (R, V, CP)

Hide and Seek

S sit down and place hands over eyes.

T: Close your eyes.

While **T** hides **FC** around room, **T** and **S** count down from ten to zero very slowly. Once you reach zero say, *Stand up!*

T: It's a (cat). What is it?

S search room for the (cat) **FC**.

S who finds **FC** hands it to **T**.

S: Here you are.

T: Thank you

S: You're welcome.

T: What is it?

All **S:** It's a (cat).

Repeat until all **FC** are found. (V, D, R, CP)

Hide and Seek RSP

S sit down and place hands over eyes.

T: Close your eyes.

While **T** hides 2 of each **FC** around room, **T** and **S** count down from ten to zero very slowly. Once you reach zero say, *Stand up!*

T: It's a (cat). What is it?

S search room for the (cat) **FC**.

S who finds **FC** go to **T**. **S** with same **FC** do rock, scissors, paper and winner gets a point or high five.

S1: What is it?

All **S:** It's a (cat).

Repeat until all **FC** are found. (V, D, CP)

Postbox

Lay **FC** face up on floor at front of room. Introduce **TL** as you lay each one.

Place postbox at opposite end of room.

T: It's (color). What color is it?

S: It's (color).

Divide **S** into two teams. Call out **TL**.

T: It's (pink).

S: It's (pink).

T: Go!

One **S** from each team races heel to toe to grab the **FC**. First to pick up **FC** then walks back to **T**.

T/S1: What color is it?

All **S:** It's (pink). It's (pink). It's (pink).

FC is then posted into Postbox.



Repeat for remaining **FC**. (V, D, CP)
Postbox can be followed by *Mail Call*.

Mail Call

T takes **FC** out of postbox one by one.

T: What is it?

First **S** to answer correctly keeps **FC**. Repeat for remaining **FC**. **S** with most **FC** is the winner. Or **S** who answers becomes **T**, changing **T** each time. (V, D, R, CP)

Flick and Tell

Chant and place **FC** face up in a horizontal line in front of **S**. Introduce **TL** as you place each one.

T: It's a (animal). What is it?

S: It's a (animal).

Call out **TL**.

T: It's a (dog). What is it?

S: It's a (dog).

T: Go!

Give each **S** a counter and have them flick counter in the direction of (dog) **FC**. First **S** to get their counter touching the (dog) **FC** is the winner.

T/S1: What is it?

S2: It's a (dog).

Repeat until all **S** have answered. Retrieve the counters and repeat for remaining **FC**. (V, D, CP)

Treasure Hunt

S sit with their **SB** or **PWB**.

T: Find a (hat).

S race to find a (hat) picture on any page. First **S** to find a matching picture puts their hand up. Other **S** turn to same page.

T: What is it?

S: It's a (lion).

Repeat for remaining vocab. (V, R)

Fetch

Lay **FC** face up in a line at front of room. Review **TL** as you lay each one.

T: It's a (animal). What is it?

S: It's a (animal).

Divide the **S** into two teams. Call out **TL**.

T: It's a (cat). What is it?

S: It's a (cat).

T: Go!

First **S** in each team races on tiptoes to fetch matching **FC**. All **S** ask first **S** from each team. *What is it?*

First **S** from each team *It's a (cat)*.

Repeat for remaining **FC**. (V, D, CP)

Right/Left Game

S form a line. To choose a **FC**.

T: I like puzzles.

S: Me, too (move to make a new line on the right)/Not me. (move to make a new line on the left)

S becomes **T** and choose what they like. (D, MP)



Monte Carlo

Place **FC** on floor around room. **S** move (e.g hop, skip, jump etc) around room to music. **T** stops music and calls out **FC** on floor. **S** race to pick up **FC**.

T: It's a (cat). Go!

S who picks up **FC** hands **FC** to **T**.

S: Here you are.

T: Thank you.

S: You're welcome.

T holds up **FC** to class.

T/S1: What is it?

All S: It's a (cat).

Play music again and repeat for remaining **FC**. (V, R, CP)

Race and Ring

Write or draw a picture of each **TL** vocab on whiteboard or large piece of paper and review it as you draw or write each one. Place a marker next to drawings.

T: It's a (fruit). What is it?

S: It's a (fruit).

Split **S** into two teams. Each team lines up behind a start line.

T: It's a (banana). Go!

First **S** from each team races to pick up marker and circle (banana). The team who circles (banana) gets 1 point. (R, V)

Dash and Trash

Write or draw a picture of each **TL** vocab on whiteboard and introduce it as you draw or write each one.

T: It's a (clothing). What is it?

S: It's a (clothing).

Split **S** into two teams. Each team lines up behind a start line.

T: It's a (skirt). Go!

First **S** from each team races to pick up whiteboard eraser and erases (skirt). Team who erases (skirt) gets 1 point. (R, V)

Grab

Lay **FC** face up in circle. Review **TL** as you lay each one.

T: It's (number). What number is it?

S: It's (number).

Call out **TL**.

T: It's (5). Go!

S race to grab (5) **FC**. **S** who gets **FC** keeps it.

T/S1: What number is it?

All S: It's (5).

Repeat with remaining **FC**. (R, V)

Change Places

Have 2 sets of matching **FC**. **S** stand in circle. **T** give **FC** to different **S**. **S** hold **FC** so others can't see. **T** choose one **FC** and hold so **S** can't see. Sing HV1 song Stop! Look! Ready? Go! as everyone walks in a circle. On "Stop" everyone stop. On "Look" everyone look at **T FC**.

T: What is it?

S: It's a (flower).

T: Go!

S with (flower) **FC** change places.

Other S: What is it?

S with (flower) **FC:** It's a flower. or **S1** and **S2** with flower **FC** ask other **S:** What is it?

Repeat for remaining **FC**. (V, D, CP)



Musical FC

Place same number of **FC** as **S** face down in circle on floor. **S** stand in a circle around the **FC**. Chose the “magic” **FC** (doll). Play a song from the SB CD. Stop music and have each **S** stand on **FC**. **S** standing on “magic” **FC**, pick it up and hold it for all to see.

T to S1: What is it?

S1: (holding (doll) **FC**) It’s a doll.

S1 move to **S2**.

S1: What is it?

S2: It’s a doll.

Repeat for remaining **S** and **FC**. (V, D, R, CP, P, MP)

Jump and Tell

Lay **FC** face up in a row. Have **S** jump on first **FC**.

S1: What is it?

S2: It’s a (cat). Jump to next **FC**.

S1: What is it?

S2: It’s a (giraffe). Jump to next **FC**.

Repeat for remaining **FC** and other **S**. (V, D, P, MP)

Charades

S pick a **FC**.

S1 does action for **FC** language.

S1: What is it?

Other S: Is it a puzzle?

S1: Yes/No.

If Yes. **S1:** I like puzzles.

S2: Me, too/Not, me.

Repeat for remaining **S** and **FC**, alternating which **S** gets **FC** to mime. (V, R, P, MP)

TPR Game

T give a series of action commands. **S** do them in the order they heard them

T: Turn around, jump and run.

Get progressively more difficult, adding more and more actions to the sequence. (R, V)

Hot Potato

Everyone sits in a circle. In a clockwise direction, **T** starts by handing **FC** to **S** beside them.

T: What is it?

S1: It’s a monkey. **S1** asks **S** next to them.

S1: What is it?

S2: It’s a monkey

Then **S2** ask **S3**, etc keeping **FC** circulating as quickly as possible. It is possible to have more than one **FC** circulating. Repeat for all **FC**. (V, D, R, CP, P)

Reveal

Hold up covered **FC** and slowly reveal it.

T: What is it?

S: It’s a (bus).

Keep **FC** and repeat for remaining **FC**. (V, R)

Pictionary

Place **FC** face down in a pile in middle of room or table. **T** picks up top **FC**. Choose 1 **S** to come up and look at **FC**. Give **S** a piece of paper or whiteboard to draw **FC**.

S1: What is it?

S2: It’s a dog.

If **S2** guess correctly they get 1 point.



Alternately, this game can be played with 2 teams and one person from each team drawing same **FC**; first team to guess correctly wins 1 point.

Repeat for remaining **FC** and choose different **S** to draw **FC** each time. (V, D, P, MP)

Concentration

Lay two sets of matching **FC** on floor face down. **S** take turns to turn over two **FC** and produce vocab for each card. When they get a matching pair they must produce **TL**.

T: What is it?

S: It's a skirt.

S keep matching pairs they turn over. When all pairs have been won, **S** count how many pairs they have. **S:** I have (number). (V, D, R, CP, P, MP)

Memory Game

Lay 3-10 **FC** (depending on **S** ability) on floor face up producing **TL** as you lay each one.

T: What is it?

S: It's a (fruit).

S try to remember all **FC** on floor. **T** turn over **FC** so they are face down. One by one **S1** turn over **FC**.

S1: What is it?

S2: It's a (pear).

Leave final **FC** face down and **S** must deduce what it is by remembering all **FC**. (V, R, P, CP)

Role Play

Using any kind of props, act out the storytime. For example, **S** pretend to be Kinka and Pinka. Pinka step on Kinka's book, robot or other toy. Have the conversation:

Pinka: I'm sorry.

Kinka: That's OK.

Show and Tell

Using the activity page from the **SB** **S** can talk about what they did. For example in **HV1 U2** after students color their flower, they can stand up and talk about it.

S: Hello. I'm Taro. It's a flower. It's (color they colored it). Thank you.

Happy Valley 1 Games and Activities

These go well with specific **U**, marked in parentheses.

Matching Scents (Units 2 and 5)

Using what is in your kitchen or things you can buy cheaply, make scent bottles or bags. For example, the red bottle could contain something that smells like strawberry, cherry or apple. Blue could smell like water or blueberries. Yellow can be lemons or bananas and green, mint or another herby smell. Anything that you think **S** will identify with. With **S** aged 5 and up, see if they can match the smell in the bottle or bag to the same smell in another bottle or bag. It's like the memory game, but with smells. Take it a step further and ask **S** to bring something that they think smells like their favorite color to class to share.

Cars 1 to 4 (Unit 3)

Use toy cars or different size balls. Write or stick numbers on each object. Using a cardboard box and chair (or other makeshift ramp), **S** release the objects to see which ones go faster down the ramp. **S** predict what number object they think will be fastest or slowest.

There (Unit 4)

T put **FC** around the room.

T: Where's/Where're my ___?

S: There. Go get **FC** and give to **T**. Here you are.



T: Thank you. *Pretend to put it on and say to S* Put on your ___.

Dress up game (Unit 4)

Split the class into two teams. Lay 2 sets of real clothes on the floor at the front of the room. Introduce **TL** as you lay each one.

T: It's a (clothing). What is it?

S: It's a (clothing).

Choose one **S** from each team to be the model. The other **S** stand behind the start line.

T: It's a (shirt).

All **S** chant It's a (shirt).

T: Go!

First **S** from each team hops up to the clothes, picks up the "shirt" and puts it on the model. First team to do this gets 1 point.

T: What is it?

All **S** chant It's a (shirt).

Rope Shapes (Unit 6)

T gives each **S** a piece of rope or string tied off in a circle. **S** work together to make different shapes with the rope.

Sand Shapes (Unit 6)

Prepare small trays with sand in them. **S** draw shapes in the sand.

My Fingers (Unit 7)

Use a digital camera, take photos of **S** head, shoulders, knees, toes and fingers. Randomly show the pictures.

S: My fingers. (when they picture shows)

T: Everyone, count your fingers.

S: *Count.*

Head on 10 (Unit 7)

T lays number **FC** on floor and holds out the body **FC** for **S** to pick. **S** picks a body part **FC**.

T calls out a number, **S** puts that body part on the number.

S: *Holding shoulder FC.*

T: 10

S: *Touch shoulder to 10.*

Simon Says (Unit 7)

T: Simon says touch your (head).

All **S** touch their "head"

T: It's my (head). What is it?

S: It's my (head).

This game can be made competitive. If **S** don't do the correct command they are out and have to sit down. Last **S** standing is the winner.

Trace Your Body Part (Unit 7)

T gives each **S** a blank piece of paper and crayon. One **S** traces one of the other **S** body parts. This is great for classes with **P**.

Get the Teacher (Unit 8)

T carries the fly **FC**. Give **S** the frog **FC**. When **T** says *Go*, **S** hop around like frogs to try and catch **T** who is going around acting like a fly. When **S** gets **T**:

S: I got it!

T: *Show FC.* Is it a bee?

S: No. It's a fly.



(Do again with spider, butterfly, etc.)

Is it a...? (Unit 8)

Pick 2 **FC** and place 2 cushions on the floor. Put 1 **FC** under each cushion. Don't let **S** see.

Point to a picture in the U7 DPS.

T: What is it?

S: It's a (butterfly).

T: Where's the butterfly?

S: Choose a cushion and flip **FC** over.

T: Is it a butterfly?

S: Yes/No.

Where Will It Land? (Unit 8)

Using gestures, pretend an animal is landing on/stinging/chasing the **S** and when it does land, name the body part.

T: Snail sound, land on **S** shoulder.

S: My shoulder.

T and **S** switch.

Happy Valley 2 Games and Activities

These go well with specific **U**, marked in parentheses.

Vehicle Maze (Unit 1)

T set up a small course for **S** to go through using small pylons or other markers. **S** pick a place **FC** (supermarket) and a vehicle and do the gesture and say the sound for that vehicle as they go through the course to the (supermarket).

Police Car (Unit 2)

T put the **TL (or PC) FC** around the room. Get several toy cars (including a police car) and put them in a bag. **T** take them out as **S** count. **S** choose a car and drive around the room. **T** make a siren sound, and follows **S**1.

S1: Let's go to the aquarium.

All **S:** OK!

T: It's the aquarium. What is it?

S: It's the aquarium.

T: What is it?

S: It's the aquarium.

Choose different **S** next.

Let's Go by Car (Unit 2)

T put the **FC** around the room. **S** choose a vehicle card. Then, **T** says a place and all go to the **FC** pretending to be taking the chosen vehicle to get there. Or

S1: Choose vehicle **FC**.

S2: Choose place **FC**. Let's go to the (beach).

S: OK.

All **S** go to the (beach) saying vehicle sound and gesturing as they go.

Play Dough Food

For any unit with food, **S** make mini versions out of play dough. The next week, go shopping or play restaurant using printed fake money.

Do You Have a Pail (Unit 5)

S1 choose a **FC** and hide it behind their back. Other **S** take turns asking what they have.

S2: Do you have a pail?



S1: No.

S3: Do you have a kite?

S1: Yes.

Then **S3** chooses next **FC**. Repeat until all **S** have a turn.

Is it a...? (Most Units)

Pick 2 **FC (or stickers)** and place 2 cushions on the floor. Put 1 **FC** under each cushion, but don't let **S** see what **FC** you put where. Point to a picture on the **DPS**.

T: What is it?

S: It's a (helicopter).

T: Where's the helicopter?

S: *Choose a cushion and flip the card over.*

T: Is it a helicpoter?

S: Yes.

T: What color is it?

S: It's yellow!

(If **NO**, continue until they get a **YES**.)

Shovel and Pail

T put the **FC** at one end of the classroom. Give each **S** or team a shovel and pail.

T: Go!

S run to the **FC**, scoop up one **FC** with the shovel and put it in their pail. Run back to **T** and say the word on the **FC**, giving it to **T**. Variations: **T** or another **S** can say the **FC** to scoop. **S** could also race to see who can get their **FC** back faster.

Happy Valley 3 Games and Activities

These go well with specific **U**, marked in parentheses.

Work Areas (Unit 2)

Set up corners in the room where **S** can choose an activity that they want to do. **T** can monitor and ask **S** questions, but give them time to just enjoy the activity. For example, put the **A-Z** cards for **S** to put in order. Or put the blocks up and they can build something. Put the color word **FC** out with colors and see if they can match them all. Put out some books and let them look through them. Put a toy microphone out and if they want to sing, put on a song they are good at singing. Put out a doll that can be dressed up. Put out a range with some food for them to cook. This can be done at any point in the lesson, but you have to make some time for it. Set a timer so **S** know it is time to stop and do a quick clean up when the timer goes off. Alternatively, **S** can decide and all do together.

S1: Let's sing.

All **S** sing a chosen song together.

S2: Let's build.

All **S** build something together until the timer goes off.

In, On, Under, By (Unit 5, Unit 9)

Put **S** into pairs. Using bodies, **S** demonstrate in, on, under by. For example, **S1** holds their arms in a circle around **S2** to show "in." Alternatively, using a box, bag or other receptacle and a chair, have **S** act out on, in, under and by. For example, stand on the chair for "on."

Where's Kinka?

T prepare Phonanimal, Kinka and Pinka **FC**. **T** give **S** playground **FC**. **S** put them around the room to make a playground. **T** give **S** character **FC** and **S** place them by the playground **FC**.

T: Where's Kinka?

S: Kinka's by the slide.



S who answers first, get the character card and then becomes **T** asking, “Where’s Pinka?” and so on.

S with the most cards at the end wins! Or, play with a timer, trying to get all the cards before it goes off.

My Family

T show a picture of their family (great if the picture(s) shows **T** as a kid). Introduce the different people using the **TL**. Ask **S** parents to bring a picture of their family members. Help **S** introduce their family. Each class **S** should become more confident to say their family members. Otherwise, they can draw a picture with Mom at home and use that instead of real pictures.

What’s Taro Doing? (Unit 7)

Similar to charades, **S** pick an instrument **FC** and mime playing it. For example, **S1** chooses (piano) **FC** and pretends to play the piano.

T: What’s taro doing?

S2: Playing the piano.

Repeat until all **S** have a chance.

Classical Circles

Put **FC** randomly around on the floor in a circle. **S** choose one magic word (ie, flute). Play a piece of classical music and move around according to the music. For example, Glenn Gould’s “Sonata No. 13 in E Flat Major” is a great one! Move your bodies up and down as you walk (low/quieter parts walk with bent legs, louder/high parts scurry on tip toes). When you stop the music, everyone grab a card and say what they have. As **S** get the hang of the language, **S** with the magic card pretends to play that instrument.

T: What’s ... doing?

S: ...’s playing the flute.

Put cards back and **S** who got the magic chooses the next magic word.

Where Is It? (Unit 9)

Using what you have in your classroom, make a shelf (for example, the ledge of the white board) and closet (a colored pencils metal case). Using those and the floor, **S** place the **FC** in, on, under or by the different objects while **T** isn’t looking.

T: Where’s my tiara?

S: By. (or as **S** get better, By the closet.)

Repeat until all things have been hidden and found. **S** become **T**.

Numbers Games and Activities

Count and Shake

Use chips or marbles. Give **S** a certain number of pieces. **S** put each one into a cup and count until all the pieces are in the cup. **S** place hands over the top and shake the same number of times. Once **S** have mastered colors, count by color (all red, green, etc.)

Roll the Ball (pre- bowling)

Have **S** (or **S** and **P**) sit facing each other with legs spread and feet touching, making a diamond with their legs. Give each pair a ball. Tell **S** to roll the ball back and forth a certain number of times, counting as they do it.

Count the People

Count from 1, using the people in the classroom. Start with **S**, **T**, adults, then all. Show the number of people on their fingers. Touch corresponding number **FC**.



Pick and Move

S pick a number **FC**. Choose an action. Do the action as many times as the number **FC** says.

Throw the Ball

S choose a number **FC**. Throw a ball into a basket or box. See how many throws until they can make it in the same number as on the **FC**.

Number Puzzle

Purchase a numbers puzzle from the toy store and practice numbers using the puzzle. Pass out pieces to individual **S**, then put the piece back in order from 1 to 10, or out of order.

Match It

Using 2 sets of the same **FC**, split the **FC** up among **S**. **S** look for matches and line the matches up in a row. Once all are matched, **S** tell **T** what they matched.

S: 1. One. 6 six.

This game is good for learning color and number site words

Phonics Games and Activities

Box Phonics

T: a, a

All: repeat

T: Ally Ant.

All: Ally Ant.

T: Here you are. Give **FC** to **S**.

S: Thank you. Go to the box and put **FC** inside.

Find the Letter

T Point to b. Gesture.

T: What is it?

S: b.

T: Let's look for b. Can you find b?

S look for b in **SB** or **PWB**. On finding it, point and say the sound.

Phonics Wave (for students who come with P)

All stand in a straight line **T** show **FC** and say sound. **S** repeat and gesture.

T: Go!

S go down the line and say the sound, while **P** lifts **S** up in the air, making a wave.

Tactile Letters

Prepare small trays with sand or flour in them. **S** choose a letters **FC** and write that letter in the sand or flour.

Kung Fu Phonics

T or **S** choose a Phonics **FC**. Punch your right arm, and say the sound. Punch your left arm and say the sound again. Then, kicking say the corresponding vocabulary.

T: *Punch b. Punch b. Kick Billy.*

S: *Punch b. Punch b. Kick Billy.*

Make sure **S** are spread out.

As they improve, add more letters to make it a phonics sequence. (b, b, Billy; a, a, Ally; t, t, Tommy, b-a-t, bat)



Phonics Ordering

T put the Phonics FC on the floor mixed up. T say the sounds one by one from a-z , S find the FC and put them in order. Or T does the gesture and S find the FC and says the sound.

What Says?

T put the Phonics FC in order, and say the sounds randomly. S find the correct card and give to T. If comfortable S can tell another S a sound for them to find, instead of T.

Alphabet Puzzle

Purchase an alphabet puzzle from the toy store and practice the phonics sounds using the puzzle. Pass out letters to individual S, then put the pieces back in order from a to z, or out of order.

Phonics Fishing

Like Fishing above, but with phonics sounds.

Make a Word/Build a Word

T pass out alphabet letters to the students. T show a picture of a CVC (Consonant Vowel Consonant) 3-letter word with the word covered only showing the picture.

T: What's this?

S: dot.

T: Make the word.

S: *S work to make the word with the letter they have.*

T: *Uncover the word to show S.* Is it right?

S: OK!/No! Change...

Gesture It Phonics

Pass out phonics FC. T gesture. S with that card say sound and give to T.

Phonics Book Picture Time

Line the target alphabet letter FC on the board. Open the phonics book and S say what they see in the picture. T remind S what sound the words start with. Alternately T can ask S what things are and have S point and then help S with the sound the word starts with. T can also pass out the phonics FC and tell S to match them to the pictures in the book, show T and then match the phonics FC to the letters on the alphabet FC lined up on the board.

Blending Karuta

T choose a CVC (Consonant Vowel Consonant) 3-letter word FC and cover the word only showing the picture. Place the FC of the 3 alphabet letters in the chosen word along with a few other alphabet FC on the ground randomly.

T: What's this?

S: bat.

T: b

S: *slam b. b.*

T: a.

S: *slam a. a.*

T: t.

S: *slam t. t.*

T chose S to line up FC to make the word. Say it and repeat with a different word.

What's the Blend?

Like Blending karuta, but T says all 3 sounds in a row.

T: b-a-t

S: find the FC with the right picture and say word.



Smack it Phonics Sounds

Using a soft plastic hammer (squeaky toy) put 3-6 alphabet **FC** face up. Call out a word and **S** smacks the alphabet card showing the beginning letter of the word **T** says.

T: Egg

S: *smack e*

T show the word card and **S** says the word pointing to the beginning letter *e*.

Write the Alphabet

http://www.keepandshare.com/htm/printable/paper/handwriting_paper/a_list_of_handwriting_paper.php Print out and copy lined paper. **S** write the alphabet on their own. See what words they can write.

Read, Run, Write

Prepare scarp paper with CVC words written on them. Place the face down on the floor. Place the **FC** for those words separately on the floor face down. **S1**, choose a slip of paper and read the CVC word. **S2** run and find the **FC**. **S3**, at the board, write the CVC word. If all match the team gets a point.

Abbreviations

S: student(s)

S1: student 1

S2: student 2

T: teacher

P: parent(s)

SB: student book

CD: student book CD

WB: workbook

PWB: Phonanimals Workbook

HV1: Happy Valley 1

HV2: Happy Valley 2

HV3: Happy Valley 3

FC: flashcard(s)

TL: target language

U: unit

Q: question

A: answer

