

Please consult this document on ways to use these extra materials, created for Happy Valley by Cynthia Akazawa of Interact English School in Okayama.

Clothing Laminates – HV1unit3

File names:

HV1unit3 – shoes;

HV1unit3 – shirts;

HV1unit3 – skirts;

HV1unit3 – socks;

HV1unit3 – shorts;

HV1unit3 - hats

Cut out and laminate these colorful pictures of clothing used in unit Unit 3 of Happy Valley, Level 1, to put on the walls of your classroom. Teach **S** to listen for colors AND clothing terms by asking *"Where is my red hat?"*, *"Where are my blue socks?"*, etc. Let **S** move around the room to find the pictures. Watch for **S** who confuse the names for socks, shorts, shoes and skirts.

Use the companion coloring prints to continue the discussion of clothing with a review of fruits, weather and other vocabulary.

Clothing Introduction Print – HV1unit 3

File name;

HV1u4 - clothes

Use this companion print to unit 3 of Happy Valley, Level 1, to talk about the new language that **S** have just been taught. Say *"Pinka is looking for her hat. Where's my hat?"* (in Pinka's voice) **S** point and say *"There!"* Tell **S** *"Color Pinka's hat red."*

Clothing Review Print – Weather and Nouns – HV1unit 3

File name;

HV1u4 - review weather, clothes, nouns

Use this companion print to unit 3 of Happy Valley, Level 1, to continue a discussion of clothes and to review terms for weather and nouns introduced in previous units. Point to the sunny weather picture and say *"How's the weather?"* **S** answer *"It's sunny."* Say

"Let's color the sun yellow." Say, *"Let's play. Where's my bicycle?"* **S** point and say *"There!"* Say *"Let's color the bicycle blue."* Say *"Oh, it's sunny. I need my hat. Where's my hat?"* Continue as **S** listen and color.

Clothing Review Print – Fruit – HV1unit5

File name:

HV1u5 - fruit review

Use this companion print to unit 3 of Happy Valley, Level 1, to talk about clothes after **S** are fairly confident with this language. Now, however, the fruits from unit 5 are added for more complexity. Say, *"Where is my T-shirt?"* **S** point and answer *"There!"* Now ask *"What is on my T-shirt?"* **S** answer *"It's a banana."* Say, *"Yes, a banana is on my T-shirt. Let's color the banana yellow."* Continue to talk about the other clothes and fruits in this way as **S** color and try their new language.

Shape Sorter Laminates – HV1unit6

File names:

HV1unit6 - shapes – grid

HV1unit6 - shapes – trees

HV1unit6 - shapes – houses

HV1unit6 - shapes – dolls

HV1unit6 - shapes –books

HV1unit6 - shapes – robots

Cut out and laminate these colorful pictures of objects with shapes added for use in Unit 6 of Happy Valley, Level 1, to give **S** a problem solving task that you guide them through with English. Each **S** receives a "grid" with the Shape Sorter guide. Their job is to get a different shape in each square. This means that a doll with a heart cannot be seen on the same grid as a book with a heart. Make sure you have extra pictures available to make the task easier for groups.

You can also use the pictures only to ask **S** *"What is it?" "It's a doll." "What shape is it?" "It is a heart." "What color is it?" "It is pink."* Or put the pictures on the table or floor and give clues to **S** such as *"The heart is on the doll"*, etc. Have **S** bring the correct card to you.

Use the companion coloring prints to continue the discussion of shapes with a review of fruits and colors.

Shapes Introduction print – Fire Truck – HV1unit6

File name:

HV1u6 – shapes – fire truck

Use this companion print to unit 6 of Happy Valley, Level 1, to extend the conversation about the names of shapes that **S** have just learned. Guide **S** to color the shapes and name them *“It’s a square. It’s a blue square!”* You can also color the print so that it corresponds to the song “What Shape is it?” and lead **S** to sing the song while pointing to their finished prints. Or make up new lyrics to the song by substituting new colors.

Shapes Review Print – HV1unit6

File name:

HV1u6 - shape search

Use this companion print to unit 6 of Happy Valley, Level 1, to talk more about shapes while reviewing previously introduced fruits and other common nouns. Have **S** roll a die (preferably a big, foam type) and call out a number. Count to the number while pointing at the numerals on the print *“One, two, THREE! What is it?”* **S** answer *“It’s a robot.”* Then say *“What shape is it?”* **S** answer *“It’s a heart.”* Then ask *“How many hearts can you see?”* **S** count and answer *“Three.”* Say, *“Yes, three hearts. Oh, What is on the big heart?”* **S** answer, *“It’s a banana.”* Model the correct language *“Yes, three bananas.”* *Color the bananas yellow.* Continue to talk about the details in the pictures while keeping **S** busy counting, coloring and rolling the die. You can choose the colors, or you can have **S** pull a color card out of a box like a lucky drawing.

Body Builder Laminates – HV1unit7

File name:

HV1unit7 - body parts - body builder game

Cut out and laminate these pictures of robots with shapes embedded on the to be used in Unit 7 of Happy Valley, Level 1, to talk about body parts while reviewing shapes from the previous unit. Encourage **S** to use problem-solving skills to match pictures on a grid. They must notice the differences in the pictures. Use English to describe what is

different as **S** solve the puzzle. **T**: *“Let’s see...this robot has a square head. And this robot has diamond knees. You need to find a picture of a robot with a square head. Can you find it? Yes. That’s right.”*

You can also just use the small pictures only to have **S** give you pictures based on this kind of English prompt: *“the robot has a square head.”*

Use the companion coloring print to continue the discussion of body parts with a review of shapes.

Body Parts Introduction Print – Review Shapes – HV1unit 7

File name:

HV1u7 - body parts

Use this companion print to unit 7 of Happy Valley, Level 1, to introduce body parts while reviewing shapes. Say *“Color the shoulders green.”* When **S** find the shoulders on their prints, point to one of the shoulders and ask *“What shape is it?”* **S** answer, *“It’s a triangle.”* Say *“Yes, one, two...Two triangle shoulders.”* Keep naming body parts and shapes, and make sure to name the previously colored body parts in the same sequence each time, such as *“Two triangle shoulders, Two diamond knees, eight circle toes...”* and encourage **S** to say it with you.