



**Teachers' and  
Parents' Guide**

**2**

# Contents

---

Methodology and Overview	2 - 3
Lesson Timing	3
Lesson Plans	4
Targets	4
Stickers	4
CD Overview	4
CD Content	5 - 8
Web Resources	8
Abbreviations	8

# Happy Valley Phonics Book 2 Methodology

---

Native speaking children begin to acquire phonological awareness starting in pre-school and continue to build those skills into first grade. Students build their awareness through *preparatory activities*, like developing listening habits and focusing on print. *Phoneme awareness activities*, identifying the beginning, middle and ending sounds of words, are also developed at this age. Additionally, *rhyme awareness activities*, including identifying words that rhyme and producing rhyming words, is also acquired. Activities for *segmenting* words, syllables and sounds, *blending* syllables and sounds and *manipulating syllables and sounds* follow from kindergarten into first grade, further helping children to acquire phonological awareness.

With this in mind, Happy Valley Phonics Books 1 and 2 were written to focus on the Preparatory and Phoneme Awareness Skills, by building in activities for developing listening habits, focusing on print and associating the letter sounds to words beginning (or in the case of x, ending) with the target sound. In Happy Valley Phonics Book 2, the letters are grouped into minimal pairs, so that **S** can get practice distinguishing between those harder to hear letters, like *p* and *b* or *r* and *l*.

Like all Happy Valley products, language is provided visually (see), aurally (hear) and kinesthetically (do). Language is shown in colorful illustrations, recorded for learners to hear and represented through gestures. Total Physical Response (TPR), which ties a gesture or movement to language, is built into Happy Valley Phonics starting in the Phonics Book Starter.

## Happy Valley Phonics Book 2 Overview

---

### Book Objectives

As stated above, Happy Valley Phonics Books 1 and 2 are focused on *preparatory skills* and *phoneme awareness skills*. In Happy Valley Phonics Book 1, letters were presented in alphabetical order. However, in the Happy Valley Phonics Book 2, letters are presented in new groups. Units have three letters to a group (except for *qu* and *y*), beginning with minimal pair consonants and a vowel and then finally all consonants. Each unit begins with a song and chant. The same three vocabulary as found in Phonics Book 1 (the Phonanimal and 2 additional anchor words) are used. This reinforces the vocabulary, but also helps **S** to build their listening habits even further as the words are now in combination with different words that have similar sounding phonemes. This will help **S** with their listening skills, one of the first skills in acquiring phonological awareness.

Happy Valley Phonics Book 2 was designed for **S** aged between 4 and 7. **S** should have a good grasp of who the Phonanimals are and be familiar with their gestures. We suggest starting with the Phonics Book Starter or Phonics Book 1 and continually using the *Phonics Song* in class.

## Main Units

Each of the 9 units starts with a song. During the song, listen and point to the letters and vocabulary as you hear them. This is not unlike Phonics Book 1, except in this case, the letters and pictures are randomly placed within the picture, so it requires **S** to listen more carefully to find them and point. As with Phonics Book 1, the chant can then be done as a listening activity by filling-in the blank squares with stickers of the vocabulary **S** hear as they listen to the chant. Finally, **S** make their own chant choosing one sticker from among the three vocabulary for each letter. Not all stickers will be used the first time, so **S** have the opportunity to make new ones each week, if they choose.

Each of the 9 units ends with four activities, which can be done in class or as homework, to further improve **S**' skill of focusing on print and reinforcing the process of identifying the beginning letter of words. Students are also given the opportunity in Activity d to trace the letter. We leave it to **T** to teach the stroke order.

## Review and Writing Focus

After the 9 main units, review pages are provided for **S** to take a look back at sounds learned and get more practice in writing. Lastly, the Writing Focus section gives **S** a chance to write more and even to try some reading of consonant-vowel-consonant (CVC) words, which will be further built upon in Happy Valley Phonics Book 3. Please see the Lesson Timing section below for suggestions on when to use these pages.

## Flashcards

The **FC** for Happy Valley Phonics Books 1 and 2 are the same. There are 26 Phonanimal cards with letters on the back, plus 2 additional vocabulary for each letter with the word form on the back. Also included are the 26 letters, with all three vocabulary for that letter on the back. To play matching games, put the **FC** into trading card sleeves, so that you can only see one side of the **FC**.

# Lesson Timing

---

As with Happy Valley Student Books, we recommend spending 4 lessons on each Unit, though they could also be done in more or less time, depending on how much focus you want to give, the number of games you want to play, the length of your lessons, etc. Phonics is included in our 40, free to download lesson plans on the website. Please see the Lesson Plans section below for more information.

While Happy Valley Student Books have 10 units each, Happy Valley Phonics Book 2 has 9. This was done so that Review and the Writing Focus could be done successfully before starting Happy Valley Phonics Book 3. We recommend doing Review PP38&39 after Unit 3, PP40&41 after Unit 6 and finally PP42&43 after Unit 9. Then, the six Writing Focus pages can be done over 3-6 lessons, depending on your context.

# Lesson Plans

---

As suggested above, Happy Valley Phonics Book 2 can be used with Happy Valley Student Book 2 or 3. Therefore, the lesson plans for Phonics Book 2 can be found in the Happy Valley 2 and 3 Lesson Plans, which are free to download at [www.happyvalley.tv](http://www.happyvalley.tv). In Lesson 1, we plan for the first two pages of each unit to be used, giving the *Chant it your way* section for homework. In Lesson 2, we plan for **S** to do their original chant in class with *Activity a* given as homework. In Lesson 3, *Activity b* is done in class with *Activity c* done for homework. Finally, in Lesson 4, we plan for **S** to do *Activity d* with no homework.

## Targets

---

The Targets on P54 and colored stickers in the sticker envelope on the back cover are there to track **S** progress. The aim of Happy Valley Phonics Book 2 is for **S** to be able to hear and say or see and say the sound, plus write it. As **S** are able to do that for each letter, they can place a colored sticker in the targets on P54.

## Stickers

---

The stickers are in the white envelope stuck to the back cover. We suggest removing the envelope, writing **S** names on them, then giving **S** the stickers as they need them to complete activities. Otherwise, it may be the case that **T** finds stickers randomly stuck in the book.

## Happy Valley Phonics Book 2 CD Overview

---

The CD contains all audio for Phonics Book 2. Track 1, the Phonics Song, can be used with the Phonanimals chart on PP50&51. Track 2, the Phonics Sounds Chant 2, is a slightly faster version of the chant in Phonics Book 1 and can be used with the Phonics Sounds Chart on P52. All other audio is unit specific. Please see each page for tracks numbers to songs, chants or activities. You can also consult the insert in the CD case attached to the stickers envelope on the back cover.

# Phonics Book 2

## CD Content

---

### 1 – 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.

### 2 – Phonics Sounds Song

1  
*a, b, c, d, e, f, g*  
*h, i, j, k, l, m, n*  
*o, p, qu, r, s, t, u*  
*v, w, x, y, z, z, z.*

### 3 – p, b, a Song

I spy *p, p, p.*  
present, *p.*  
pen, *p.*  
present, pen, *p.*

I spy *b, b, b.*  
ball, *b.*  
bat, *b.*  
ball, bat, *b.*

I spy *a, a, a.*  
apple, *a.*  
ax, *a.*  
apple, ax, *a.*

### 4 – p, b, a Chant

*P, p, pen. Pen.*  
*B, b, bat. Bat.*  
*A, a, ax. Ax.*  
*P, pen.*  
*B, bat.*  
*A, ax.*  
*Pen, bat, ax.*

### 5 – p, b, a Chant Karaoke

*P, p, \_\_. \_\_.*  
*B, b, \_\_. \_\_.*  
*A, a, \_\_. \_\_.*  
*P, \_\_.*  
*B, \_\_.*  
*A, \_\_.*  
*\_\_' \_\_' \_\_.*

### 6 – Unit 1 Activity a

*p, present, pen*  
*b, ball, bat*  
*a, apple, ax*

### 7 – Unit 1 Activity b

*p, Penny Pig, present, pen*  
*b, Billy Bus, ball, bat*  
*a, Ally Ant, apple, ax*

### 8 – Unit 1 Activity c

*ball, b, bat*  
*present, p, pen*  
*apple, a, ax*

### 9 – c, g, o Song

I spy *c, c, c.*  
car, *c.*  
can, *c.*  
car, can, *c.*

I spy *g, g, g.*  
game, *g.*  
gum, *g.*  
game, gum, *g.*

I spy *o, o, o.*  
orange, *o.*  
ox, *o.*  
orange, ox, *o.*

### 10 – c, g, o Chant

*C, c, can. Can.*  
*G, g, gum. Gum.*  
*O, o, ox. Ox.*  
*C, can.*  
*G, gum.*  
*O, ox.*  
*Can, gum, ox.*

### 11 – c, g, o Chant Karaoke

*C, c, \_\_. \_\_.*  
*G, g, \_\_. \_\_.*  
*O, o, \_\_. \_\_.*  
*C, \_\_.*  
*G, \_\_.*  
*O, \_\_.*  
*\_\_' \_\_' \_\_.*

### 12 – Unit 2 Activity a

*c, car, can*  
*g, game, gum*  
*o, orange, ox*

### 13 – Unit 2 Activity b

*c, Cally Cat, car, can*  
*g, Golly, Goat, game,*  
*gum*  
*o, Olly Octopus, orange,*  
*ox*

### 14 – Unit 2 Activity c

*game, g, gum*  
*orange, o, ox*  
*car, c, can*

**15 – t, d, e Song**

I spy t, t, t.  
top, t.  
ten, t.  
top, ten, t.

I spy d, d, d.  
doll, d.  
dot, d.  
doll, dot, d.

I spy e, e, e.  
elbow, e  
egg, e.  
elbow, egg, e.

**16 – t, d, e Chant**

T, t, ten. Ten.  
D, d, dot. Dot.  
E, e, egg. Egg.  
T, ten.  
D, dot.  
E, egg.  
Ten, dot, egg.

**17 – t, d, e Chant Karaoke**

T, t, \_\_. \_\_.  
D, d, \_\_. \_\_.  
E, e, \_\_. \_\_.  
T, \_\_.  
D, \_\_.  
E, \_\_.  
\_\_' \_\_' \_\_.

**18 – Unit 3 Activity a**

t, top, ten  
d, doll, dot  
e, elbow, egg

**19 – Unit 3 Activity b**

t, Tommy Tiger, top, ten  
d, Dilly Dog, doll, dot  
e, Elly Elephant, elbow,  
egg

**20 – Unit 3 Activity c**

top, t, ten  
doll, d, dot  
elbow, e, egg

**21 – f, v, i Song**

I spy f, f, f.  
flower, f.  
fan, f.  
flower, fan, f.

I spy v, v, v.  
violin, v.  
van, v.  
violin, van, v.

I spy i, i, i.  
inchworm, i.  
ink, i.  
inchworm, ink, i.

**22 – f, v, i Chant**

F, f, fan. Fan.  
V, v, van. Van.  
I, i, ink. Ink.  
F, fan.  
V, van.  
I, ink.  
(pause)  
Fan, van, ink.

**23 – f, v, i Chant Karaoke**

F, f, \_\_. \_\_.  
V, v, \_\_. \_\_.  
I, i, \_\_. \_\_.  
F, \_\_.  
V, \_\_.  
I, \_\_.  
\_\_' \_\_' \_\_.

**24 – Unit 4 Activity a**

f, flower, fan.  
v, violin, van.  
i, inchworm, ink.

**25 – Unit 4 Activity b**

f, Filly Fish, flower, fan.  
v, Vinny Vampire, violin,  
van.  
i, Iggy Iguana, inchworm,  
ink.

**26 – Unit 4 Activity c**

flower, f, fan  
inchworm, i, ink  
violin, v, van

**27 – l, r, u Song**

I spy l, l, l.  
ladybug, l.  
leg, l.  
ladybug, leg, l.

I spy r, r, r.  
robot, r  
rug, r.  
robot, rug, r.

I spy u, u, u.  
umbrella, u.  
up, u.  
umbrella, up, u.

**28 – l, r, u Chant**

L, l, leg. Leg.  
R, r, rug. Rug.  
U, u, up. Up.  
L, leg.  
R, rug.  
U, up.  
(pause)  
Leg, rug, up.

**29 – l, r, u Chant Karaoke**

L, l, \_\_. \_\_.  
R, r, \_\_. \_\_.  
U, u, \_\_. \_\_.  
L, \_\_.  
R, \_\_.  
U, \_\_.  
\_\_' \_\_' \_\_.

**30 – Unit 5 Activity a**

l, ladybug, leg  
r, robot, rug  
u, umbrella, up

**31 – Unit 5 Activity b**

l, Leo Lion, ladybug, leg  
r, Rabby Rabbit, robot, rug  
u, Uncle Umpire, umbrella,  
up

**32 – Unit 5 Activity c**

robot, r, rug  
ladybug, l, leg  
umbrella, u, up

**33 – m, n, x Song**

I spy m, m, m.  
milk, m  
map, m.  
milk, map, m.

I spy n, n, n.  
noodles, n.  
nut, n.  
noodles, nut, n.

I spy x, x, x  
box, x.  
six, x.  
box, six, x.

**34 – m, n, x Chant**

M, m, map. Map.  
N, n, nut. Nut.  
X, x, six. Six.  
M, map.  
N, nut.  
X, six.  
Map, nut, six.

**35 – m, n, x Chant Karaoke**

M, m, \_\_. \_\_.  
N, n, \_\_. \_\_.  
X, x, \_\_. \_\_.  
M, \_\_.  
N, \_\_.  
X, \_\_.  
\_\_' \_\_' \_\_.

**36 – Unit 6 Activity a**

m, milk, map  
n, noodles, nut  
x, box, six

**37 – Unit 6 Activity b**

m, Milly Monkey, milk,  
map  
n, Nicky Nurse, noodles,  
nut  
x, Loxy Fox, box, six

**38 – Unit 6 Activity c**

noodles, n, nut  
box, x, six  
milk, m, map

**39 – h, k, s Song**

I spy h, h, h.  
heart, h  
hat, h.  
heart, hat, h.

I spy k, k, k.  
king, k.  
kite, k.  
king, kite, k.

I spy s, s, s.  
strawberry, s.  
sun, s.  
strawberry, sun, s.

**40 – h, k, s Chant**

H, h, hat. Hat.  
K, k, kite. Kite.  
S, s, sun. Sun.  
H, hat.  
K, kite.  
S, sun.  
Hat, sun, kite.

**41 – h, k, s Chant Karaoke**

H, h, \_\_. \_\_.  
K, k, \_\_. \_\_.  
S, s, \_\_. \_\_.  
H, \_\_.  
K, \_\_.  
S, \_\_.  
\_\_' \_\_' \_\_.

**42 – Unit 7 Activity a**

h, heart, hat  
k, king, kite  
s, strawberry, sun

**43 – Unit 7 Activity b**

h, Holly Horse, heart, hat  
k, Kippy Kangaroo, king,  
kite  
s, Sissy Snake, strawberry,  
sun

**44 – Unit 7 Activity c**

heart, h, hat  
king, k, kite  
strawberry, s, sun

**45 – j, w, z Song**

I spy j, j, j.  
juice, j  
jug, j.  
juice, jug, j.

I spy w, w, w.  
wand, w.  
wig, w.  
wand, wig, w.

I spy z, z, z.  
zigzag, z.  
zip, z.  
zigzag, zip, z.

**46 – j, w, z Chant**

J, j, jug. Jug.  
W, w, wig. Wig.  
Z, z, zip. Zip.  
J, jug.  
W, wig.  
Z, zip.  
Jug, wig, zip.

**47 – j, w, z Chant Karaoke**

J, j, \_\_. \_\_.  
W, w, \_\_. \_\_.  
Z, z, \_\_. \_\_.  
J, \_\_.  
W, \_\_.  
Z, \_\_.  
\_\_' \_\_' \_\_.

**48 – Unit 8 Activity a**

j, juice, jug  
w, wand, wig  
z, zigzag, zip

**49 – Unit 8 Activity b**

j, Jilly Jellyfish, juice, jug  
w, Winny Witch, wand, wig  
z, Ziggy Zebra, zigzag, zip

**50 – Unit 8 Activity c**

juice, j, jug  
zigzag, z, zip  
wand, w, wig



**51 – qu, y Song**

I spy qu, qu, qu.  
 quail, qu.  
 quilt, qu.  
 quail, quilt, qu.

I spy y, y, y.  
 yarn, y.  
 yam, y.  
 yarn, yam, y.

**52 – qu, y Chant**

Qu, qu, quilt. Quilt.  
 Y, y, yam. Yam.  
 Qu, quilt.  
 Y, yam.  
 Quilt, yam.

**53 – qu, y Chant Karaoke**

Qu, qu, \_\_. \_\_.  
 Y, y, \_\_. \_\_.  
 Qu, \_\_.  
 Y, \_\_.  
 \_\_, \_\_.

**54 – Unit 9 Activity a**

qu, quail, quilt  
 y, yarn, yam

**55 – Unit 9 Activity b**

qu, Queeny Queen, quail,  
 quilt  
 y, Yally Yak, yarn, yam

**56 – Unit 9 Activity c**

yarn, y, yam  
 quail, qu, quilt

## Web Resources

---

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

Happy Valley Blog

FREE Downloads: Letter writing practice sheets, Teacher Flashcards, as well as our Routines, Games and Activities Bank with Phonics Games included.

Visit Happy Valley on Facebook and Twitter

## Abbreviations

---

**S:** student(s)

**T:** teacher

**FC:** flashcard(s)