



**Teachers' and  
Parents' Guide**

**2**

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# Happy Valley 2 Methodology

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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 2 Overview

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Happy Valley 2 was designed for **S** aged between 3 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** and the **PWB** activities are also repeated so students have the opportunity to do the activities at home with confidence.

### *Brevity*

**SB** and **WB** activities are designed to be brief. Sticker, coloring and counting 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, toys, animals, 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: *in town, shopping*, etc. Basic language for counting and coloring, weather and feelings is added to what **S** learned in **HV1**, along with TPR. These are all building blocks and conversation points 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](http://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

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**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](http://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

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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

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## 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

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### 1 – Hello Song

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

### 2 – Weather Song 2

How's the weather? x 2  
How's the weather today?  
It's hot,  
It's hot,  
It's hot today.  
How's the weather? x 2  
How's the weather today?  
It's cold,  
It's cold,  
It's cold today.  
How's the weather? x 2  
How's the weather today?  
It's snowing,  
It's snowing,  
It's snowing today.  
How's the weather? x 2  
How's the weather today?  
It's windy,  
It's windy,  
It's windy today.

### 3 – 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, 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, 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, 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, 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, y, y*, Yally Yak *y, y*, Yally Yak,  
Yeah!  
Hey! What about me?  
I'm sorry.  
That's OK.  
*z, z, z, z*, Ziggy Zebra *z, z*, Ziggy Zebra.

### 4 – How Are You 2

How are you? x 2  
I am scared. x 2  
Scared, scared, scared.  
x 2  
I am scared. x 2  
How are you? x 2  
I am sick. x 2  
Sick, sick, sick. x 2  
I am sick. x 2  
How are you? x 2  
I am hot. x 2  
Hot, hot, hot. x 2  
I am hot. x 2  
How are you? x 2  
I am cold. x 2  
Cold, cold, cold. x 2  
I am cold. x 2  
How are you? x 2  
I am surprised. x 2  
Surprised, surprised, surprised.  
x 2  
I am surprised. x 2  
How are you? x 2  
I am thirsty. x 2  
Thirsty, thirsty, thirsty. x 2  
I am thirsty. x 2

### 5 – Numbers 1 to 20

1, 2, 3, 4, 5. x 2  
6, 7, 8, 9, 10. x 2  
We've counted up to 10.  
Let's do it again,  
counting up to 20.  
11, 12, 13. x 2  
14, 15, 16. x 2  
17, 18, 19, 20. x 2  
Repeat.

### 6 – Let's Sit Down In a Circle

Let's sit down in circle. x 4  
Let's hold hands and fall  
back. x 4  
Let's stamp our feet. 1-23!  
x 4  
Now sit nicely just like me.  
x 4

### 7 – Light Colors

White and blue make light  
blue.  
White and green make  
light green.  
White and black make  
grey, grey, grey.  
White and yellow make  
cream.  
Repeat.

### 8 – Everybody Swim

Everybody, swim. Swim  
together. x 3  
Swim together in a circle.  
Swim to the right. Swim.  
Swim. x 3  
Stop! And dive on in.  
Swim to the left. Swim.  
Swim. x 3  
Stop! And dive on in! x 5

## 9 – Open the Door

Open the door, what can you see?

I can see you looking at me.

Turn around, turn around. You and I can turn around.

Close the door, close the door.

I can't see you anymore. Repeat.

## 10 – 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

## 11 – Bye, Goodbye

Bye, goodbye.

Goodbye, goodbye.

Bye, goodbye.

Goodbye, goodbye.

Bye, goodbye. x 4

Repeat.

## 12 – Storytime: Vehicles

**Narrator:** Hello, everyone and welcome to Chipperton! Kinka and Pinka can you say, "Hello?"

**Kinka and Pinka:**  
Hello!

**Narrator:** Today, Kinka and Pinka are looking at all the vehicles. What do you see?

**Pinka:** Brum, brum. It's a bus!

**Narrator:** Yes, Pinka there are 2 buses!

**Pinka:** It's Billy and Betty! Hello, Billy!

**Billy:** Hi, Pinka!

**Kinka:** Hello, Betty!

**Betty:** Hi, Kinka!

**Narrator:** What color are they?

**Kinka:** Red!

**Billy and Betty:** Brum, brum!

**Kinka and Pinka:** Ha, ha, ha, ha, ha!

**Narrator:** What else do you see?

**Kinka:** It's a plane! It's white!

**Narrator:** Well done, Kinka!

**Pinka:** Woosh, woosh! It's a white plane. Ha, ha.

**Narrator:** Wow! Very good, Pinka. It is a white plane.

**Kinka:** And it's a helicopter.

**Pinka:** What color is it, Kinka?

**Kinka:** It's a yellow helicopter. Thwack, thwack!

**Narrator:** Fantastic. What other vehicles are there?

**Pinka:** Churn, churn! It's a green tractor.

**Kinka:** Choo, choo! It's a blue train and honk, honk! It's an orange truck.

**Pinka:** Oh and beep, beep! It's a red car.

**Kinka:** What is it, Pinka?

**Pinka:** That? Oh, flap, flap it's a boat.

**Kinka:** Oh yes! A boat. It's a purple boat. Ha,

ha!

**Narrator:** Very good, you two. Enjoy your stay in Chipperton and good luck finding all the targets!

## 13 – Vehicle Chant

Car, car, car, \_\_.

Truck, truck, truck, \_\_.

Plane, plane, plane, \_\_.

Boat, boat, boat, \_\_.

Car, truck, plane, boat. x 2

## 14 – It's a Car Chant

It's a, it's a, it's a, it's a, it's a. x 2

It's a car. (echo)

It's a truck. (echo)

It's a plane. (echo)

It's a boat. (echo)

It's a tractor. (echo)

It's a train. (echo)

It's a bus. (echo)

It's a helicopter. (echo)

It's a car.

It's a truck.

It's a plane.

It's a boat.

It's a tractor.

It's a train.

It's a bus.

It's a helicopter.

It's a, it's a, it's a, it's a, it's a.

## 15 – Dialogue Unit 1

**Kinka:** What is it?

**Pinka:** It's a car. It's red.

**Kinka:** It's a red car.

## 16 – It's a Red Car

Beep, beep. It's a car.

It's red.

x 3

It's a red car.

Honk, honk. It's a truck.

It's orange.

x 3

It's an orange truck.

Woosh, woosh. It's a plane.  
It's white.  
x 3  
It's a white plane.

Flap, flap. It's a boat.  
It's purple.  
x 3  
It's a purple boat.

Churn, churn. It's a tractor.  
It's green.  
x 3  
It's a green tractor.

Choo, choo. It's a train.  
It's blue.  
x 3  
It's a blue train.

Brum, brum. It's a bus.  
It's red.  
x 3  
It's a red bus.

Thwack, thwack. It's a helicopter.  
It's yellow.  
x 3  
It's a yellow helicopter.

### 17 – Storytime: Chipperton Map

**Narrator:** Today, Kinka and Pinka are looking at the Chipperton map.

**Pinka:** Let's go to the aquarium!

**Kinka:** Yay! Oh, wait. I'm hungry! Let's go to the restaurant.

**Pinka:** No, no! Let's go to the beach!

**Kinka:** Hmm.

**Narrator:** Wow, Kinka and Pinka, there are lots of places you can go!

**Pinka:** Oh, let's go to the toy store and clothes

shop.

**Kinka:** And let's go to the farm and supermarket!

**Narrator:** What about the hospital? I hope you don't have to go to the hospital!

**Kinka and Pinka:** Ha, ha, ha! We'll be careful.

**Narrator:** Where will Kinka and Pinka go first? What do you think?

**Kinka and Pinka:** Let's go to the aquarium!

**Narrator:** Great! See you there. Oh and everyone, don't forget to find the 2 targets.

### 18 – Town Chant

Beach, beach, beach, \_\_.  
Restaurant, restaurant, restaurant, \_\_.  
Aquarium, aquarium, aquarium, \_\_.  
Farm, farm, farm, \_\_.  
Beach, restaurant, aquarium, farm. x 2

Clothes shop, clothes shop, clothes shop, \_\_.  
Supermarket, supermarket, supermarket, \_\_.  
Toy store, toy store, toy store, \_\_.  
Hospital, hospital, hospital, \_\_.  
Clothes shop, supermarket, toy store, clothes shop. x 2

### 19 – Dialogue Unit 2

**Pinka:** Let's go to the beach.

**Kinka:** OK.

### 20 – Let's Go to the Beach

Hey, Everybody, let's go. Let's go to the beach.

Let's go to the restaurant and the aquarium.  
Hey, Everybody, let's go. Let's go to the farm.  
Let's go to the clothes shop and to the supermarket.  
Hey Everybody, let's go. Let's go to the toy store. Ouch!  
And to the hospital.

### 21 – Storytime: In the Aquarium

**Narrator:** Today, Kinka and Pinka are in the aquarium! Kinka, how are you?

**Kinka:** I'm scared.

**Narrator:** Why, Kinka?

**Kinka:** Because I see a shark.

**Pinka:** Silly, Kinka! I'm happy! I see a whale! It's big!

**Narrator:** Yes, Pinka, whales are big and Kinka, it's OK if you are scared. Sharks are scary!

**Kinka:** Yes, but I also see a dolphin. It's cute!

**Pinka:** I see a seahorse. It's small.

**Narrator:** Great! You can see a whale, a shark, a dolphin and a seahorse.

**Pinka:** Wait! I see a penguin!

**Kinka:** Oh, yes, I see it, too.

**Narrator:** Well done. How many seahorses do you see?

**Kinka:** 1, 2, 3... (pause)

**Pinka:** How many Kinka?

**Kinka:** I see 8!

**Narrator:** Great! What

colors are they?

**Pinka:** Red. Green.

Purple. And...

**Kinka:** Light green. 2  
light green sea  
horses!

**Narrator:** Well done!

Can you count the  
shells? How many?

## 22 – Aquarium Chant

Shark, shark, shark, \_\_.

Seahorse, seahorse, sea-  
horse, \_\_.

Dolphin, dolphin, dolphin,  
\_\_.

Penguin, penguin, pen-  
guin, \_\_.

Whale, whale, whale, \_\_.

Shark, seahorse, dolphin,  
penguin, whale. x 2

## 23 – It's a Shark Chant

It's a, it's a, it's a, it's a, it's  
a. x 2

It's a shark. (echo)

It's a seahorse. (echo)

It's a dolphin. (echo)

It's a penguin. (echo)

It's a whale. (echo)

It's a shark.

It's a seahorse.

It's a dolphin.

It's a penguin.

It's a whale.

It's a, it's a, it's a, it's a, it's  
a.

## 24 – Dialogue Unit 3

**Kinka:** I see a penguin.

**Pinka:** I see a seahorse.

## 25 – I See a Shark

I see a shark swimming  
left and right. x2

I see a seahorse  
swimming left and right.  
x2

I see a dolphin swimming  
left and right. x2

I see a penguin swimming  
left and right. x2

I see a whale swimming  
left and right. x2

Repeat.

## 26 – Storytime: At the Restaurant

**Narrator:** Today, Kinka  
and Pinka have a big  
day planned! How are  
you, Kinka?

**Kinka:** I'm hungry!

**Pinka:** I'm hungry, too!

**Narrator:** Kinka, you  
have a salad and  
chicken. Good choice!

**Kinka:** Yes and I'm  
thirsty, so I have milk,  
too!

**Narrator:** Yummy!

**Pinka:** Milk!? Ugh,  
yucky.

**Narrator:** Well, Pinka,  
what do you want?  
Fish? Noodles? Ice  
cream? Chicken?  
French fries? Salad?  
Water? Milk? Juice?

**Pinka:** I want fish,  
French fries and water,  
please.

**Narrator:** Nice choice,  
Pinka. What about Dilly  
and Rabby? What do  
they want?

## 27 – Restaurant Chant

Fish, fish, fish, \_\_.

Chicken, chicken, chicken,  
\_\_.

French fries, French fries,  
French fries, \_\_.

Noodles, noodles, noo-  
dles, \_\_.

Fish, chicken, French fries,  
noodles. x 2

Salad, salad, salad, \_\_.

Ice cream, ice cream, ice  
cream, \_\_.

Water, water, water, \_\_.

Milk, milk, milk, \_\_.

Salad, ice cream, water,  
milk. x 2

## 28 – Dialogue Unit 4

**Pinka:** I'm hungry!

**Kinka:** What do you  
want?

**Pinka:** I want fish,  
please!

**Dilly:** I'm thirsty. I want  
water, please.

## 29 – I Want Fish

I'm hungry. I want fish.

I'm hungry. I want chicken.

I'm hungry. I want French  
fries.

I'm hungry. I want noo-  
dles, please.

Fish, chicken, French  
fries, noodles, salad, ice  
cream, water, milk.

I'm hungry. I want salad.

I'm hungry. I want ice  
cream.

Now I'm thirsty. I want  
water.

I'm still thirsty. I want milk,  
please.

Fish, chicken, French  
fries, noodles, salad, ice  
cream, water, milk.

Repeat.

## 30 – The Yummy, Yucky Song

Yummy, yummy, yummy,  
yummy, yum, yum, yum.

Yummy, yummy, yummy,  
yummy, yum, yum, yum.

Yummy, yummy, yummy,  
yummy.

Yummy, yummy, yummy.

Yummy, yummy, yummy,

yum, yum, yum.

Yucky, yucky, yucky, yucky,  
yuck, yuck, yuck.  
Yucky, yucky, yucky, yucky,  
yuck, yuck, yuck.  
Yucky, yucky, yucky, yucky.  
Yucky, yucky, yucky.  
Yucky, yucky, yucky, yuck,  
yuck, yuck.  
Repeat.

### 31 – Storytime: At the Beach

**Narrator:** Today, Kinka and Pinka are at the beach. Jilly Jellyfish and Tommy Tiger are at the beach, too. Hello, everyone!

**All:** Hello.

**Tommy:** Do you have a shell?

**Pinka:** Yes, I do! I have 11 shells! Do you have a kite, Kinka?

**Kinka:** Yes, I do! Do you have a towel?

**Pinka:** Yes, I do! Do you have a shovel, Tommy?

**Tommy:** No, I don't.

**Pinka:** Do you have a pail?

**Tommy:** No, I don't!

**Narrator:** Pinka, can you share?

**Pinka:** Sure! I have a towel, a shovel, a pail and 11 shells. Tommy, what do you want?

**Tommy:** A shell, please.

**Pinka:** Here you are.

**Tommy:** Thank you.

**Narrator:** Nice sharing, Pinka! And what a nice sandcastle, too! How many shells do you see? Can you count them all?

### 32 – Beach Chant

Kite, kite, kite, \_\_\_\_.  
Pail, pail, pail, \_\_\_\_.  
Shovel, shovel, shovel, \_\_\_\_.

Towel, towel, towel, \_\_\_\_.  
Shell, shell, shell, \_\_\_\_.  
Kite, pail, shovel, towel,  
shell. x 2

### 33 – It's a Kite Chant

It's a, it's a, it's a, it's a, it's a. x 2  
It's a kite. (echo)  
It's a pail. (echo)  
It's a shovel. (echo)  
It's a towel. (echo)  
It's a shell. (echo)  
It's a kite.  
It's a pail.  
It's a shovel.  
It's a towel.  
It's a shell.  
It's a, it's a, it's a, it's a, it's a.  
a.

### 34 – Dialogue Unit 5

**Kinka:** Do you have a pail?

**Pinka:** Yes. Do you have a towel?

**Kinka:** No.

### 35 – Do You Have a Kite?

Do you have a kite?  
(echo)  
No, I don't. (echo)  
Do you have a pail?  
(echo)  
No, I don't. (echo)  
Do you have a shovel?  
(echo)  
Yes, I do. (echo)

Do you have a towel?  
(echo)  
No, I don't. (echo)  
Do you have a shell?  
(echo)  
No, I don't.  
(echo)  
Do you have a kite?  
(echo)  
Yes, I do. (echo)

### 36 – Unit 4 Dress up

**Narrator:** Uh-oh! Kinka and Pinka are in the hospital. Nicky Nurse, Help! What's the matter, Pinka?

**Pinka:** My arm hurts. In the water, Jilly Jellyfish touched my arm. It hurts.

**Narrator:** That's too bad, Pinka.

**Pinka:** Nicky Nurse is here to help!

**Narrator:** Great! But, what's the matter with Kinka? Are you OK, Kinka?

**Kinka:** My leg hurts. At the beach, I was flying my kite and I surprised the bee. He stung my leg!

**Narrator:** That's too bad.

**Kinka:** Nicky Nurse is here to help!

**Narrator:** Well, take care and get well soon!

### 37 – Hospital Chant

Eye, eye, eye, \_\_\_\_.  
Ear, ear, ear, \_\_\_\_.  
Mouth, mouth, mouth,  
\_\_\_\_.  
Nose, nose, nose, \_\_\_\_.  
Eye, ear, mouth, nose. x 2

Arm, arm, arm, \_\_\_\_.

Leg, leg, leg, \_\_\_\_.

Tummy, tummy, tummy,  
\_\_\_\_.

Arm, leg, tummy. x 2

### 38 – Put On Your T-Shirt

**Pinka:** What's the matter?

**Kinka:** My tummy hurts.

**Pinka:** That's too bad.

### 39 – What's the Matter?

What's the matter?  
My eye hurts.  
What's the matter?  
My ear hurts.  
What's the matter?  
My mouth hurts.  
What's the matter?  
My nose hurts.  
That's too bad.

What's the matter?  
My arm hurts.  
What's the matter?  
My leg hurts.  
What's the matter?  
My tummy hurts.  
What's the matter?  
My body hurts.  
That's too bad.  
Repeat.

### 40 – I've Got an Itch

I've got an itch, an itchy,  
itchy, itchy, itch.  
Itchy eye.  
Itchy ear.  
Itchy nose, nose, nose.

What shall I do?  
Oh, I'll scratchy, scratchy,  
scratch.  
Scratch my eye.  
Scratch my ear.  
Scratch my nose, nose,  
nose.

I've got an itch, an itchy,  
itchy, itchy, itch.  
Itchy arm.  
Itchy leg.  
Itchy tummy, tummy, tum-  
my.

What shall I do?  
Oh, I'll scratchy, scratchy,  
scratch.  
Scratch my arm.  
Scratch my leg.  
Scratch my tummy, tummy,  
tummy.

### 41 – Storytime: At the Toy Store

**Narrator:** It looks like  
Kinka and Pinka are  
feeling better! Today,  
they are in the toy store!  
Look at all the toys!  
Kinka, Pinka, what do  
you like?

**Kinka and Pinka:** We  
like bubbles!

**Narrator:** I can see that!  
What else do you like?

**Pinka:** I like games and  
puzzles.

**Kinka:** Not me! I like  
paints and tops.

**Narrator:** Kinka, did  
you paint Billy Bus?

**Kinka:** Yes, I did!

**Narrator:** That's great,  
Kinka! What else do  
you like?

**Kinka:** I like cards.

**Pinka:** Me too!

**Narrator:** Oh, not me.  
But, there are lots of  
toys in the toy store.  
What do you like?

### 42 – Toy Store Chant

Puzzles, puzzles, puzzles,  
\_\_\_\_.  
Games, games, games,  
\_\_\_\_.  
Bubbles, bubbles, bubbles,  
\_\_\_\_.  
Paints, paint, paints, \_\_\_\_.  
Tops, tops, tops, \_\_\_\_.  
Cards, cards, cards, \_\_\_\_.  
Puzzles, games, bubbles,  
paints, tops, cards. x 2

### 43 – Dialogue Unit 7

**Kinka:** I like puzzles.

**Pinka:** Me, too.

**Sissy:** Not me.

### 44 – At the Toy Store

I want puzzles. x4  
I want puzzles from the  
toy store.  
I want games. x4  
I want games from the toy  
store.  
I want bubbles. x4  
I want bubbles from the  
toy store.  
I want paints. I want tops. I  
want cards. I want toys.  
I want toys from the toy  
store.

I want paints. I want tops. I  
want cards. I want toys.  
I want toys from the toy  
store.

### 45 – I Like Puzzles

I like puzzles.  
Yes, I do.  
I like puzzles.  
Yes, I do.  
I like puzzles.  
How 'bout you?  
Me too. x 5  
How 'bout you?  
Not me.

I like games.  
Yes, I do.  
I like games.  
Yes, I do.  
I like games.  
How 'bout you?  
Me too. x 5  
How 'bout you?  
Not me.

I like bubbles.  
Yes, I do.  
I like bubbles.  
Yes, I do.  
I like bubbles.  
How 'bout you?  
Me too. x 5  
How 'bout you?  
Not me.

I like paint.  
Yes, I do.  
I like tops.  
Yes, I do.  
I like cards.  
How 'bout you?  
Me too. x 5  
How 'bout you?  
Not me.

#### 46 – It's a Yummy Fruit

Apple, peach, what is it?  
Apple, banana, what is it?  
Apple, orange, what is it?  
It's a yummy fruit.  
Apple, plum, what is it?  
Apple, orange, what is it?  
Apple banana, what is it?  
It's a yummy fruit. x 2

#### 47 – Unit 8 Storytime: At the Clothes Shop

**Narrator:** Wow! Look at Kinka and Pinka in the clothes shop! Nice hat, Kinka.

**Kinka:** Thanks!

**Narrator:** What are you wearing, Pinka?

**Pinka:** I'm wearing light blue boots and a red and yellow scarf. It's warm! What are you wearing, Kinka?

**Kinka:** I'm wearing a blue and white sweater.

**Narrator:** And a black and purple hat.

**Kinka:** Oh yeah. I'm wearing a blue and white sweater and a black and purple hat.

**Pinka:** Kinka, put on the blue pants and white sneakers!

**Kinka:** OK and you put on the white coat.

**Pinka:** OK. How about mittens? I like the pink and green mittens.

**Kinka:** I like the orange

and purple mittens.

**Narrator:** Have fun trying on clothes.

**Kinka and Pinka:** Ok. Thank you.

#### 48 – Clothes Shop Chant

Pants, pants, pants, \_\_\_\_.  
Shirt, shirt, shirt, \_\_\_\_.  
Sweater, sweater, sweater, \_\_\_\_.

Coat, coat, coat, \_\_\_\_.  
Pants, shirt, sweater, coat.  
x 2

Scarf, scarf, scarf, \_\_\_\_.  
Mittens, mittens, mittens, \_\_\_\_.

Boots, boots, boots, \_\_\_\_.  
Sneakers, sneakers, sneakers, \_\_\_\_.  
Scarf, mittens, boots, sneakers. x 2

#### 49 – Dialogue Unit 8

**Kinka:** I'm cold. What are you wearing?

**Pinka:** A red and yellow scarf. You?

**Kinka:** A shirt, pants, mittens and boots.

#### 50 – What Are You Wearing?

What are you wearing? x3  
A black and purple hat.  
What are you wearing?  
A blue and white sweater.

What are you wearing? x3  
A red and yellow scarf.  
What are you wearing?  
Light blue boots.  
Repeat.

#### 51 – Storytime: At the Farm

**Narrator:** Today is cold. Kinka and Pinka are at the farm. Pinka what are you doing?

**Pinka:** The cow is cold.

He is wearing my red and yellow scarf!

**Narrator:** Ha, ha! That's funny, Pinka.

**Kinka:** I like the horse.

**Narrator:** What does the horse say, Kinka?

**Kinka:** He says neigh, neigh.

**Narrator:** Yes, good.

How about the cow, Pinka? What does a cow say?

**Pinka:** A cow says, Moo-moo.

**Narrator:** Good! What says cluck, cluck?

**Kinka:** A chicken?

**Narrator:** Yes, a chicken says cluck, cluck. What says honk, honk?

**Pinka:** A goose?

**Narrator:** Good! And what says oink, oink?

**Kinka:** Oink, oink? A pig!

**Narrator:** Well done.

OK, last one. What says bah bah?

**Kinka and Pinka:** A sheep!

**Narrator:** Great! What else do you see at the farm?

#### 52 – Farm Chant

Chicken, chicken, chicken, \_\_\_\_.

Cow, cow, cow, \_\_\_\_.

Goose, goose, goose, \_\_\_\_.

Horse, horse, horse, \_\_\_\_.

Pig, pig, pig, \_\_\_\_.

Sheep, sheep, sheep, \_\_\_\_.

Chicken, cow, goose, horse, pig, shep. x 2

### 53 – It's a Chicken Chant

It's a, it's a, it's a, it's a, it's a. x 2

It's a chicken. (echo)

It's a cow. (echo)

It's a goose. (echo)

It's a horse. (echo)

It's a pig. (echo)

It's a sheep. (echo)

It's a chicken.

It's a cow.

It's a goose.

It's a horse.

It's a pig.

It's a sheep.

It's a, it's a, it's a, it's a, it's a.

### 54 – Dialogue Unit 9

**Pinka:** What says moo - moo?

**Kinka:** A cow!

**Pinka:** Good!

### 55 – On the Farm

Kinka and Pinka on the farm.

What do the animals say?

\*A chicken says cluck, cluck, cluck. x2

What do the animals say?

\*A cow says moo, moo, moo. x2

\*A goose says honk, honk, honk. x2

\*A horse says neigh, neigh, neigh. x2

\*A pig says oink, oink, oink. x2

\*A sheep says bah, bah, bah. x2

### 56 – This Is the Way

**Pinka:** Touch your toes.

Count your toes.

**Kinka:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

### 57 – Storytime: In the Supermarket

**Narrator:** Today, Kinka and Pinka are shopping in the supermarket.

What are they buying?

**Pinka:** We are buying vegetables. There are onions, peppers, cucumbers, carrots, tomatoes and corn.

**Narrator:** That's right, Pinka. Kinka, what do you have?

**Kinka:** I have an onion and a pepper. Pinka, do you like peppers?

**Pinka:** No, I don't. But, I like cucumbers, tomatoes and corn! How about you, Kinka? Do you like cucumbers, tomatoes and corn?

**Kinka:** Yes, I do! Yummy! Oh, I'm hungry!

**Pinka:** You are always hungry, Kinka.

**Kinka:** Ha, ha!

**Narrator:** I'm hungry, too. Kinka and I like all vegetables. How about you? Do you like onions, peppers, cucumbers, carrots, tomatoes and corn?

### 58 – Supermarket Chant

Carrots, carrots, carrots, \_\_\_\_.

Corn, corn, corn, \_\_\_\_.

Cucumbers, cucumbers, cucumbers, \_\_\_\_.

Onions, onions, onions, \_\_\_\_.

Peppers, peppers, peppers, \_\_\_\_.

Tomatoes, tomatoes, tomatoes, \_\_\_\_.

Carrots, corn, cucumbers, onions, peppers, toma-

atoes. x 2

### 59 – Dialogue Unit 9

**Kinka:** Do you like carrots?

**Pinka:** No, I don't.

**Holly:** Yes, I do. Yummy.

### 60 – Do You Like Vegetables?

Do you like carrots?

Yes, I do.

Do you like corn?

No, I don't.

Do you like carrots?

No, I don't.

Do you like corn?

Yes, I do.

Do you like cucumbers?

Yes, I do.

Do you like onions?

No, I don't.

Do you like cucumbers?

No, I don't.

Do you like onions?

Yes, I do.

Do you like peppers?

Yes, I do.

Do you like tomatoes?

No, I don't.

Do you like peppers?

No, I don't.

Do you like tomatoes?

Yes, I do.

### 61 – Make a Salad

Wash lettuce. (echo)

Wash cucumbers. (echo)

Wash tomatoes. (echo)

Make a salad.

Cut lettuce. (echo)

Cut cucumbers. (echo)

Cut tomatoes. (echo)

Make a salad.

Toss lettuce. (echo)

Toss cucumbers. (echo)

Toss tomatoes. (echo)

Make a salad.

Eat lettuce. (echo)  
Eat cucumbers. (echo)  
Eat tomatoes. (echo)  
Eat a salad.

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# Happy Valley 1

## Workbook

### Dialogues

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#### Track # – Name

##### 1 – Unit 1 A

T: Let's color. What color do you want?  
S: \_\_\_, please.  
T: Here you are. S: Thank you.  
T: Honk, honk! It's a truck. What is it?  
S: It's a truck.  
T: What color is it?  
S: It's \_\_\_.

##### 2 – Unit 1 B

T: Let's color. What color do you want?  
S: \_\_\_, please.  
T: Here you are.  
S: Thank you.  
T: Choo, choo! It's a train. What is it?  
S: It's a train.  
T: What color is it?  
S: It's \_\_\_.

##### 3 – Unit 1 C

T: Let's color. What color do you want?  
S: \_\_\_, please.  
T: Here you are.  
S: Thank you.  
T: Brum, brum! It's a bus. What is it?  
S: It's a bus.  
T: What color is it?  
S: It's \_\_\_.

##### 4 – Unit 1 D

T: Color the stickers.  
S: **Color. Stick.**  
T: Point to a sticker. What is it?  
S: It's a \_\_\_.  
**Repeat with other stickers.**

#### Unit 2

##### 5 – Unit 2 A

T: The farm. Where?  
S: The farm.  
T: Let's go to the farm!  
S: OK! **Draw a line to the farm.**

##### 6 – Unit 2 B

T: The beach. Where?  
S: The beach.  
T: Let's go to the beach!  
S: OK! **Draw a line to the beach.**

##### 7 – Unit 2 C

T: The toy store. Where?  
S: The toy store.  
T: Let's go to the toy store!  
S: OK! **Draw a line to the toy store.**

##### 8 – Unit 2 D

T: The clothes shop. Where?  
S: The clothes shop.  
T: Let's go to the clothes shop!  
S: OK! **Draw a line to the clothes shop.**

#### Unit 3

##### 9 – Unit 3 A

T: Let's point and count to 12.  
S: **Pointing.** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12.  
T: Connect the dots.  
S: **Connect the dots.** Finished.  
T: What is it?  
S: It's a penguin.

##### 10 – Unit 3 B

T: Let's point and count to 12.  
S: **Pointing.** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12.  
T: Connect the dots.  
S: **Connect the dots.** Finished.  
T: What is it?  
S: It's a dolphin.

##### 11 – Unit 3 C

T: Let's point and count to 12.  
S: **Pointing.** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12.  
T: Connect the dots.  
S: **Connect the dots.** Finished.  
T: What is it?  
S: It's a shark.

##### 12 – Unit 3 D

T: Let's point and count to 12.  
S: **Pointing.** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12.  
T: Connect the dots.  
S: **Connect the dots.** Finished.  
T: What is it?  
S: It's a whale.

#### Unit 4

##### 13 – Unit 4 A

T: How are you?  
S: I'm hungry.  
T: What do you want?  
S: I want salad, please.  
T: Here you are. **Give sticker.**  
S: Thank you. Yummy/Yucky.

##### 14 – Unit 4 B

T: How are you?  
S: I'm hungry.  
T: What do you want?  
S: I want noodles, please.  
T: Here you are. **Give sticker.**

S: Thank you. Yummy/  
Yucky.

### 15 – Unit 4 C

T: How are you?

S: I'm hungry.

T: What do you want?

S: I want French fries,  
please.

T: Here you are. **Give  
sticker.**

S: Thank you. Yummy/  
Yucky.

### 16 – Unit 4 D

T: How are you?

S: I'm thirsty.

T: What do you want?

S: I want milk, please.

T: Here you are. **Give  
sticker.**

S: Thank you. Yummy/  
Yucky.

### Unit 5

#### 17 – Unit 5 A

T: **Point to 1.** What is it?

S: 1.

T: Color 1 purple.

S: **Find the purple crayon.**  
**Color.**

T: **Point to 2.** What is it?

S: 2.

T: Color 2 pink.

S: **Find the pink crayon.**  
**Color.**

T: **Point to 3.** What is it?

S: 3.

T: Color 3 light blue.

S: **Find the light blue  
crayon. Color.**

T: Do you have a shovel?

S: No.

T: Do you have a kite?

S: Yes.

#### 18 – Unit 5 B

T: **Point to 1.** What is it?

S: 1.

T: Color 1 blue.

S: **Find the blue crayon.**

Color.

T: **Point to 2.** What is it?

S: 2.

T: Color 2 light blue.

S: **Find the light blue  
crayon. Color.**

T: **Point to 3.** What is it?

S: 3.

T: Color 3 light green.

S: **Find the light green  
crayon. Color.**

T: Do you have a shell?

S: No.

T: Do you have a towel?

S: Yes.

#### 19 – Unit 5 C

T: **Point to 1.** What is it?

S: 1.

T: Color 1 green.

S: **Find the green crayon.**  
**Color.**

T: **Point to 2.** What is it?

S: 2.

T: Color 2 brown.

S: **Find the brown crayon.**  
**Color.**

T: Do you have a pail?

S: No.

T: Do you have a shovel?

S: Yes.

#### 20 – Unit 5 D

T: Do you have a shell?

S: Yes.

T: Do you have a kite?

S: No.

T: Find the kite.

S: **Find. Stick.**

T: Do you have a shell?

S: Yes.

T: Do you have a shovel?

S: No.

T: Find the shovel.

S: **Find. Stick.**

T: Do you have a shell?

S: Yes.

T: Do you have a pail?

S: No.

T: Find the pail.

S: **Find. Stick.**

### Unit 6

#### 21 – Unit 6 A

T: My eye hurts. What's the  
matter?

S: My eye hurts.

T: What's the matter?

S: My eye hurts.

T: That's too bad. Here you  
are. **Give sticker.**

S: Thank you. **Stick.**

#### 22 – Unit 6 B

T: My ear hurts. What's the  
matter?

S: My ear hurts.

T: What's the matter?

S: My ear hurts.

T: That's too bad. Here you  
are. **Give sticker.**

S: Thank you. **Stick.**

#### 23 – Unit 6 C

T: My tummy hurts. What's  
the matter?

S: My tummy hurts.

T: What's the matter?

S: My tummy hurts.

T: That's too bad. Here you  
are. **Give sticker.**

S: Thank you. **Stick.**

#### 24 – Unit 6 D

T: My leg hurts. What's the  
matter?

S: My leg hurts.

T: What's the matter?

S: My leg hurts.

T: That's too bad. Here you  
are. **Give sticker.**

S: Thank you. **Stick.**

### Unit 7

#### 25 – Unit 7 A

T: Let's do a puzzle.

S: **Arrange the sticker  
pieces.** Finished!

T: OK. **Point.** What are  
they?

S: Games.  
T: I like games.  
S: Me too/Not me.  
T: **Point.** What are they?  
S: Puzzles.  
T: I like puzzles.  
S: Me too/Not me. **Stick.**

### 26 – Unit 7 B

T: Let's do a puzzle.  
S: **Arrange the sticker pieces.** Finished!  
T: OK. **Point.** What are they?  
S: Bubbles.  
T: I like bubbles.  
S: Me too/Not me.  
T: **Point.** What are they?  
S: Paints.  
T: I like paints.  
S: Me too/Not me. **Stick.**

### 27 – Unit 7 C

T: Let's do a puzzle.  
S: **Arrange the sticker pieces.** Finished!  
T: OK. **Point.** What are they?  
S: Tops.  
T: I like tops.  
S: Me too/Not me.  
T: **Point.** What are they?  
S: Cards.  
T: I like cards.  
S: Me too/Not me. **Stick.**

### 28 – Unit 7 D

T: Circle what you like.  
S: **Circle.**  
T: Say what you like.  
S: I like \_\_\_\_\_. How about you?  
T: Me, too/Not me.

## Unit 8

### 29 – Unit 8 A

T: Help Pinka find her clothes.  
S: **Follow the maze.** Coat, scarf, boots.  
T: What's Pinka wearing?

S: A coat, a scarf and boots. **Find. Stick.**  
T: What are you wearing?  
S: \_\_\_\_\_.

### 30 – Unit 8 B

T: Help Kinka find his clothes.  
S: **Follow the maze.** Sweater, pants, sneakers.  
T: What's Kinka wearing?  
S: A sweater, pants and sneakers. **Find. Stick.**  
T: What are you wearing?  
S: \_\_\_\_\_.

### 31 – Unit 8 C

T: Help Pinka find her clothes.  
S: **Follow the maze.** Coat, scarf, mittens, sneaker.  
T: What's Pinka wearing?  
S: A coat, a scarf, mittens and sneakers. **Find. Stick.**  
T: What are you wearing?  
S: \_\_\_\_\_.

### 32 – Unit 8 D

T: Help Kinka find his clothes.  
S: **Follow the maze.** Shirt, pants, mittens, boots.  
T: What's Kinka wearing?  
S: A shirt, pants, mittens and boots. **Find. Stick.**  
T: What are you wearing?  
S: \_\_\_\_\_.

## Unit 9

### 33 – Unit 9 A

T: **Point to the text.** What says moo-moo?  
S: **Gesture.** A cow.  
T: Good. Find the cow.  
S: **Find. Stick.**  
T: What does a cow say?  
S: Moo-moo.

T: **Point to the text.** What says baa-baa?  
S: **Gesture.** A sheep.  
T: Good. Find the sheep.  
S: **Show stickers.**  
S: Find. Stick.  
T: What does a sheep say?  
S: Baa-baa.

### 34 – Unit 9 B

T: **Point to the text.** What says oink-oink?  
S: **Gesture.** A pig.  
T: Good. Find the pig.  
S: **Show stickers.**  
S: **Find. Stick.**  
T: What does a pig say?  
S: Oink-oink.

T: **Point to the text.** What says cluck-cluck?  
S: **Gesture.** A chicken.  
T: Good. Find the chicken.  
S: **Show stickers.**  
S: **Find. Stick.**  
T: What does a chicken say?  
S: Cluck-cluck.

### 35 – Unit 9 C

T: **Point to the text.** What says neigh-neigh?  
S: **Gesture.** A horse.  
T: Good. Find the horse.  
S: **Show stickers.**  
S: **Find. Stick.**  
T: What does a horse say?  
S: Neigh-neigh.

T: **Point to the text.** What says honk-honk?  
S: **Gesture.** A goose.  
T: Good. Find the goose.  
S: **Show stickers.**  
S: **Find. Stick.**  
T: What does a goose say?  
S: Honk-honk.

### 36 – Unit 9 D

**T: Point to the picture.**

What's missing?

**S: Gesture.** A cow.

**T: Good.** Find the cow.

**Show stickers.**

**S: Find and stick.**

**T: What does a cow say?**

**S: Moo-moo.**

**T: Point to the picture.**

What's missing?

**S: Gesture.** A pig.

**T: Good.** Find the pig.

**Show stickers.**

**S: Find and stick.**

**T: What does a pig say?**

**S: Oink-oink.**

**T: Point to the picture.**

What's missing?

**S: Gesture.** A sheep.

**T: Good.** Find the sheep.

**Show stickers.**

**S: Find and stick.**

**T: What does a sheep say?**

**S: Baa-baa.**

### Unit 10

#### 37 – Unit 10 A

**T: Do you like carrots?**

**S: Yes, I do/No, I don't.**

**Stick yes or no stickers.**

**T: Ask me.**

**S: Do you like carrots?**

**T: Yes, I do/No, I don't.**

**S: Stick yes or no sticker.**

**T: Do you like corn?**

**S: Yes, I do/No, I don't.**

**Stick yes or no stickers.**

**T: Ask me.**

**S: Do you like corn?**

**T: Yes, I do/No, I don't.**

**S: Stick yes or no sticker.**

#### 38 – Unit 10 B

**T: Do you like cucumbers?**

**S: Yes, I do/No, I don't.**

**Stick yes or no stickers.**

**T: Ask me.**

**S: Do you like cucumbers?**

**T: Yes, I do/No, I don't.**

**S: Stick yes or no sticker.**

**T: Do you like onions?**

**S: Yes, I do/No, I don't.**

**Stick yes or no stickers.**

**T: Ask me.**

**S: Do you like onions?**

**T: Yes, I do/No, I don't.**

**S: Stick yes or no sticker.**

#### 39 – Unit 10 C

**T: Do you like peppers?**

**S: Yes, I do/No, I don't.**

**Stick yes or no stickers.**

**T: Ask me.**

**S: Do you like peppers?**

**T: Yes, I do/No, I don't.**

**S: Stick yes or no sticker.**

**T: Do you like tomatoes?**

**S: Yes, I do/No, I don't.**

**Stick yes or no stickers.**

**T: Ask me.**

**S: Do you like tomatoes?**

**T: Yes, I do/No, I don't.**

**S: Stick yes or no sticker.**

#### 40 – Unit 10 D

**T: Point to sticker.** What is it?

**S: It's a \_\_\_. Stick.** Do you like \_\_?

**T: Yes, I do/No, I don't.**

How about you?

**S: Yes, I do/No, I don't.**

**Repeat with all stickers.**

### Review Pages

#### 41 – Review 1

**T: Point.** What is it?

**S: It's a salad.**

**T: Where does the salad go?**

**S: The restaurant. Trace the line to connect**

**T: Point.** What is it?

**S: It's a carrot.**

**T: Where does the carrot**

**go?**

**S: The supermarket. Trace the line to connect**

**T: Point.** What is it?

**S: It's a pail.**

**T: Where does the pail go?**

**S: The beach. Trace the line to connect**

**T: Point.** What is it?

**S: It's a top.**

**T: Where does the top go?**

**S: The toy store. Trace the line to connect**

#### 42 – Review 2

**T: What's missing? Let's count.**

**S: 11, 12, 13.**

**T: Find 13.**

**S: Find. Stick.**

**T: What's missing? Let's count.**

**S: 11, 12, 13, 14, 15, 16, 17.**

**T: Find 17.**

**S: Find. Stick.**

**T: What's missing? Let's count.**

**S: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.**

**T: Find 20.**

**S: Find. Stick.**

#### 43 – Review 3

**S: What are you wearing, Kinka?**

**T: I'm wearing a hat, a shirt, pants and sneakers.**

**S: Listen. Dress Kinka.**

**S: What are you wearing, Pinka?**

**T: I'm wearing a coat, a scarf, mittens and boots.**

**S: Listen. Dress Pinka.**

#### 44 – Review 4

S: I'm hungry.

T: What do you want?

S: *Stick*. I want \_\_\_\_\_.

*S say more than one food.*

#### 45 – Review 5

S: I like \_\_\_\_\_. *S say more than one toy.*

T: Me too/Not me.

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## Web Resources

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Lesson Plans for a year of lessons.

Routines, Games and Activities Bank.

Videos showing gestures and dances.

Happy Valley Blog.

See all at [happyvalley.tv](http://happyvalley.tv)

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## Abbreviations

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S: student(s)

T: teacher

P: parent

HV1: Happy Valley 1

LP: lesson plan

SB: student book

WB: workbook

PWB: Phonanimals Workbook

FC: flashcard(s)

U: unit

Q: question

A: answer