

CONTENTS

The game consists of 216 cards: **108 cards showing photographs of ACTIONS** that are familiar to the child as part of the environment in which he/she lives, **plus 108 cards with the names of the corresponding VERBS**, which are paired up by using a self-correcting system of five coloured bands which allows the child to learn independently.

The cards are made from thick, compact cardboard with a plastic coating and are very resistant.

PSYCHOPEDAGOGICAL CHARACTERISTICS

This educational material allows you to work with the pictures and words either separately or by linking the pictures with their corresponding words, encouraging the development of the child's INTERNAL LANGUAGE through MENTAL ASSOCIATION.

"Recognition" of ACTIONS and "association" with their corresponding SPELLING (in this case, verbs) and their PHONETIC EXPRESSION (sound) constitute a fundamental practice for increasing VOCABULARY in a natural way as well as providing an excellent READING exercise which encourages the child's LANGUAGE to evolve.

The photos of actions familiar to the child's context allow him to be involved in real-life situations, and the actions are pictured as being carried out by different individuals just as in everyday life. Real life is thus brought into the classroom which gives the learning sessions much greater FUNCTIONALITY.

MULTILINGUAL LEARNING: The game's system, which provides a natural way of language learning, is an ideal method for acquiring a second language. This makes it an extremely effective tool for learning other LANGUAGES. The product is available in different languages.

EDUCATIONAL OBJECTIVES:

- Enriching basic vocabulary.
- Developing the capacity to relate a verb with the action shown in the picture.
- Initiation to reading and writing.
- Autonomous relational learning. Acquiring the ability to relate pictures with words.
- Improving and encouraging internal language, a necessary stage before acquiring language on a social level.
- Developing observation skills, in terms of both the pictures and their characteristics and their corresponding spelling.
- Discovering the child's immediate environment through the photographic images.
- Acquiring vocabulary in other languages, making it possible to communicate with people from other cultures.
- Improving psychomotor co-ordination skills in handling the cards to pair them up using the self-correcting system.

AGE

Age 5 and over.

RECOMMENDATIONS FOR USE AND OTHER ACTIVITIES

1. Spread the cards out on the table.
2. Demonstrate how the pictures (actions) have to be paired with the words (verbs).
3. Show the child how the self-correcting system of five coloured bands works.

OTHER GUIDED ACTIVITIES

DEVELOPING LISTENING SKILLS: The child listens to the adult while the latter goes through the cards and says the action or verb that appears on each one out loud.

ENRICHING VOCABULARY

- The child identifies the actions shown to him by responding to the commands: point to, give me, pick up, show me, etc., the photo that shows such-and-such an action.
- The child says the name of the action taking place in the photos by responding to the questions, "what is he doing?" to which the child should respond with the infinitive form of the verb.

IMPROVING VERBAL COMPREHENSION

- Listening to the description of a photo and naming the action that corresponds to it.
- Describing an action based on the cards showing the name of the verb.

CONSTRUCTING SENTENCES

- Repeating simple sentences that describe the action: the child sweeps, or the child is sweeping.
- Responding to questions such as: what is the child doing? with sentences such as the one above.
- Responding to questions on the child's own experience in relation to the action taking place in a photo.
- Constructing short sentences that relate or describe 2 or 3 actions using demonstratives (this, that, those, etc.).
- Constructing short stories using 2 or 3 photos, relating the actions and individuals who appear on them.

LOGICAL REASONING

- Choosing from amongst various photos the one that is missing to complete a group.
- Picking out from amongst various photos the one that is not related to the others.

VISUAL MEMORY

- The child observes 3, 4, 5 or more actions or verbs, after which the cards are mixed up with the others and he/she then has to pick out the original ones.
- The child observes 3, 4, 5 or more actions laid out in a specific order after which they are mixed up and the child has to replace them in the original order.
- The child looks at 3-7 photos for a few seconds. They are then turned over and he/she has to point to each one and state the relevant action taking place. They can then be turned over to check if the child was right.

AUDITORY MEMORY

- After listening to the names of 3-5 actions, the child should pick out the relevant photos or words and repeat the actions in the same order.

LEARNING A SECOND LANGUAGE AT ORAL LEVEL

All the activities mentioned above can be carried out in the second language being learnt by the student.