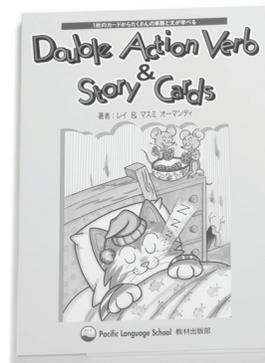


## Double Action Verb & Story Cards

These large full-color flash cards depict scenes, often humorous, of animals performing two main actions—hence “Double Action”. There are 20 cards in the set, which also includes a story booklet in English and Japanese. We use them for storytelling and for teaching and reviewing the present progressive and past tenses, as well as expanding vocabulary with over 240 other pictured words.



The cards are not a rank requirement but have different steps that make them suitable for a variety of ranks: vocabulary building in the 10th and 9th, –ing sentence-making in the 8th, past tense in the 7th, etc. Because the cards are big, they are also appropriate for large kindergarten or elementary school classes.

### *Storytelling*

Build children’s listening skill by telling stories based on the illustrations. The stories in the booklet are presented in three levels: the easiest is suitable for beginning kindergartners, and the next two levels progressively raise the listening challenge.

Begin by showing the children a card and asking them to speculate about it. What do they see in the picture? Who’s this? And what’s that? What do they think is going to happen?

Next tell the story, bringing it to life with fun voices, gestures, and facial expressions. As with all storytelling for young children, a flair for the dramatic is indispensable. Point to things in the picture as they appear in the story. As you read, you may have children repeat key words or phrases after you; but it is not necessary to treat this as a thorough vocabulary acquisition exercise.

That said, it can be fun to have certain parts of the story that the children always say after (or instead of) the teacher. As they learn the story in subsequent classes, they’ll want to chime in at more and more places:

“One night, Coppertone... (kids: ‘Cat!’)... was (kids: ‘sleeping!’)... and having a (kids: ‘dream!’). He was smiling, because it was a... (kids: ‘happy dream!’)...”

Also, once the children know how the story is supposed to go, delight them with occasional silly ‘mistakes’:

Teacher: "...but two mice are eating his ice cream!"

Students: "No! Cookies!"

You may also check comprehension of ambiguous or new vocabulary by asking the children to confirm the meaning in Japanese. The Japanese version on each facing page can help with this (if you read Japanese).

The following week, show and review the same card, having children recall what they can remember and then going over the story again, perhaps expanding it in places. Time permitting, you might then introduce a new card. The same story can be repeated several weeks running; small children, rather than losing interest, will be delighted to hear a story they know well again. Some teachers advocate a two-review, one-new progression (each week, review two prior cards and preview one new one).

As follow-up, upper-grade elementary school students and junior high schoolers who have progressed to the third story level can then be assigned to loosely summarize the story in their notebooks.

### *Sentence-Making Games*

On the back of each card, vocabulary and sentences are presented in seven steps:

1. Animal names only — with appropriate articles (a / an / the) prepended
2. Animals and verbs
3. A compound sentence describing the scene in the present progressive tense.
4. Extra vocabulary
5. The same sentence in level 3, converted to the past tense.
6. The level 3 sentence with more information added.
7. The level 5 sentence with the extra information.

To teaching the basic vocabulary, in the first week with small children, go through all 20 cards at step 1, teaching the animal names. The following week, review step 1 and then cover step 2, the verbs. Children in elementary school can be taught steps 1 and 2 simultaneously.

Extra vocabulary will be covered in the course of telling the story. Also, we can present the card to the kids and have them point to and say anything they

can in the picture. At the end, point out words they haven't said and have them repeat.

Once students have begun studying the present progressive tense in the 9th Rank (using the verb cards and PCCs, reinforced with Aniverb Bingo and the 9th Rank Home Study CD), use these cards for further reinforcement, playing a sentence-making game at step 3. These sentences will be equivalent to two Aniverb sentences, joined by 'and'.

1. Teacher shows a card, says nothing.
2. Students raise hands. One, when called upon, ventures to make a sentence.
3. Teacher stops student at first mistake. (Stopping them at once shows all where the mistake was.) In many cases, no other hint is given.
4. Other students who wish to try raise hands and wait to be called on. Process repeats until someone has said the entire sentence; for this they earn a chip.
5. Teacher has all students repeat the sentence before going to the next card.
6. Play ends when teacher decides that time is up. Kids with the most chips are first, second, and third place champions.
  - In this game, because each sentence is a compound of two -ing clauses, we may encourage weaker kids by giving half-points for a successful first half and a mistaken second half. Example:  
 Student: "The cat is sleeping, and the mice is—"
   
Teacher: "Ah! Sorry. But take a half-point chip. Who else wants to try?..."

Sentence-making games for steps 5–7 can be played in the same way, when students are learning the past tense or at other times when the challenge would be appropriate.

### *Notes*

- The illustration on each card features 'major' and 'minor' characters (with the 'major' drawn larger). The compound sentences always begin with the major character. This makes it easier for students to learn the sentences.
- Each animal and each action appear, in different combinations, on at least two cards in the set. Animals appear in both the singular and the plural.