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<b>Episode Introduction and Preview</b>		
<i>Gizmo</i>	<p>The girls and Mrs. Johnson are preparing to surprise Mr. Johnson with a birthday party. They have many things to do to get ready. Here are some new words and phrases you will hear in the story.</p> <p>First/second/third/fourth/next                      Should I/ should we . . .                      This one                      That one                      We need to . . .                      What should I . . .                      What should we . . .                      When is your birthday?                      He is ...years old                      up the stairs                      How old are you?                      When is your birthday?                      What do you need?</p> <p>Let's begin.</p>	
<b>Set Up Story Script</b>		
Display title		
<b>Mr. Johnson's Birthday</b>		
<b>Intro shot</b>		
Music up		
Opening: Ella, and Ping are at the kitchen table eating a snack – Mr. Johnson comes in to get his car keys		
Ella	Yum. That sandwich was good. Where are you going, Dad?	She leans back and rubs her tummy.
Mr. Johnson	I am going to the library. Do you want to come with me?	She gets up to put her plate in the sink
Ella	(Giggles) No. I am going to stay here with Ping.	
Mr. Johnson	Okay, I'll see you in an hour or two.	
Mr. Johnson leaves the room and we hear the front door open and shut.		
Mrs. Johnson (Maria)	Hurry! We need to decorate the house. Today is your Dad's birthday. We need to get ready for the party!	Mrs. Johnson (Maria) is carrying a box with streamer and things spilling out.
Ping	What are those?	Mrs. Johnson (Maria) spills the contents on the table
Mrs. Johnson (Maria)	These are decorations! We are going to hang them around the house. We need to get the food for the party, too.	Close up of streamers, contents of the card kit, rolled

	party, too.	up banners.
Ella	I can help. What should we do first?	
Mrs. Johnson (Maria)	First, we need to get the cake.	
Ella	Where is the cake?	
Mrs. Johnson (Maria)	The cake is in the refrigerator.	
Ella	Where do you want the cake?	
Mrs. Johnson (Maria)	Put the cake in the dining room.	
Ella	What kind of cake is it?	
Mrs. Johnson	It is a chocolate cake with vanilla icing. Last year, we had a lemon cake with lemon icing.	
Ella	Yum! How many candles do we need? How old is Dad?	
Mrs. Johnson	You need 45 candles. You father is 45 years old today.	
Ella	What should we do second?	
Mrs. Johnson (Maria)	Next, we should hang the banner.	
Ella	This one?	Points to 3 rolled up paper banners of different lengths
Mrs. Johnson (Maria)	No, the medium sized one. Here is the tape.	
Ella	Should I hang it here?	
Mrs. Johnson (Maria)	No, hang the banner in the living room.	
Ping	Here?	
Mrs. Johnson	No. Over there. Put it between the television and the lamp.	
Mrs. Johnson (Maria)	Third, we need to get the presents.	
Ping	Where are the presents?	
Mrs. Johnson (Maria)	The presents are in the closet.	
Ping	Are they in the living room closet?	
Mrs. Johnson	No. They are in the laundry closet. Go through the kitchen. Go into the laundry room. The presents are in the closet. They are under the towels.	
Ping	Here they are.	
Mrs. Johnson (Maria)	Thank you. Ping, hand me that small box, please.	
Ping	This box?	

Mrs. Johnson (Maria)	Not the square box. Hand me the small rectangular box.	
Ella	What kind of present is this?	
Mrs. Johnson	It is a new watch. Last year, we gave him a red tie.	
Ping	What kind of present is that?	
Ella	That is a golf shirt. Last year, we gave Dad a new pair of golf shoes. What do we do next, Mom?	
Mrs. Johnson	You and Ping need to make a birthday card. Look in Card Magazine. It has great cards.	
Ella	I like this one. How do you make it?	
Mrs. Johnson	First, read the directions. Next, cut out the pieces. Then put the card together. I will get the scissors.	
Ella	I will get some glue.	
Mrs. Johnson	Ping, you read the directions, okay?	
Music up		Scene closes with Ping looking at the camera
<b>End of Set Up-Robot</b>		
Robot Helper	Looks like Ping needs some help learning to make a special card for Mr. Johnson. Do you know what you are being asked to do?  Watch the movie, scene-by-scene, and then read along with these same scenes. When you are ready to move on, return to the map by clicking on the Compass.	

**Quizzes**

<b>KNOWLEDGE BRIDGE 1</b>	
<p>Questions appear in Chinese, answers in English.</p> <p>What are Ping and Ella going to make?</p> <p>a. a birthday card b. a box c. a centerpiece</p>	<p>User watches the scene from set up story, selects answer, clicks feedback, gets Robot pos/neg response. Clicks next to advance to the next question.</p>
<p>What do Ping and Ella use?</p> <p>a. a kit b. a book c. a magazine</p>	<p>User watches scene of set up story; answers question.</p>
<p>What did Ella give Dad last year?</p> <p>a. golf shoes</p>	<p>User watches scene of set up story; answers question.</p>

<p>b. golf shirt c. golf balls</p>	
<p><b>KNOWLEDGE BRIDGE 2</b></p>	
<p>Question 1 User sees an image of Ping and Ella having a dialogue in the family room where they are making the card. There is an empty text bubble above Ping's head.</p> <p>Ping wants to help Ella make a the card. She doesn't know the next step. What does she say?</p> <p>a. Where are the scissors? b. When is your birthday? c. <b>What should I do next?</b></p>	<p>User selects answer then clicks submit to see if they were right.</p>
<p>Question 2 Same scene. There is an empty text bubble above Ella's head.</p> <p>Ella wants to tell Ping how to make a paper hat. What does she say?</p> <p>a. It is the square one. b. <b>First, fold the paper in half.</b> c. Where should we put the hat?</p>	<p>User selects answer then clicks submit to see if they were right.</p>
<p>Question 3 Same scene. There is an empty text bubble above Ella's head.</p> <p>Ella wants to suggest to Ping that they put the cake in the living room. What does she say?</p> <p>a. <b>Should we put it in the living room?</b> b. Is it the rectangular one? c. What should I do next?</p>	<p>User selects answer then clicks submit to see if they were right.</p>

**Reading Machine Text**

<p><b>READ SECTION</b></p>		
<p>Narrator</p>	<p>[These are the directions.] This is a pop-up card. One piece of the card pops up between the front and back of the card. There are two kinds of pop-up cards: birthday cards and Halloween cards. First, choose the kind of card. What kind of occasion is it? What should you make? Then, follow the directions.</p> <p>For a birthday card: First, fold the paper. Second, cut out the squares.</p>	<p>Audio sync to highlight. User explores meaning with dictionary.</p>

	<p>These are the base of the pop-up part. Third, cut out the rectangle and the birthday cake. Fourth, tape the rectangle between the two squares. Glue the cake over the rectangle. This is the pop-up part. Where do you want to put it? Choose the place and cut two holes in the back of the card. Slide the square pieces through the holes. Tape them to the back of the card.</p>	
<p><b>LINKS SECTION</b></p>		
	<p>This is a <b>pop-up card</b>. One piece of the card pops up between the front and back of the card. There are two kinds of <b>pop-up cards</b>: birthday cards and <b>Halloween cards</b>. First, choose the kind of card. <b>What kind of occasion is it? What should you</b> make? Then, follow the directions.</p> <p>For a <b>birthday card</b>:  <b>First</b>, fold the <b>paper</b>. <b>Second</b>, cut out the <b>squares</b>. <b>These</b> are the base of the pop-up part. <b>Third</b>, cut out the rectangle and the <b>birthday cake</b>. <b>Fourth</b>, tape the <b>rectangle between</b> the two squares. <b>Glue</b> the <b>cake over</b> the rectangle. This is the pop-up part. <b>Where do you want</b> to put it? Choose the place and cut two holes in the back of the card. Slide the square pieces <b>through</b> the holes. Tape them to the back of the card.</p>	<p>blue = grammar  green = culture  orange = images</p>
<p><b>GRAMMAR LINKS</b></p>		
<p>these</p>	<p>“These” is a plural demonstrative pronoun. Demonstrative pronouns specify or point out something, such as “<b>These</b> are decorations.” Other demonstrative pronouns are <b>this, that</b> and <b>those</b>.</p> <p>Demonstrative pronouns are followed by an auxiliary or helping verb, which is used to help form the voice, tense or mood of other verbs. The main helping verbs are <b>be, can, could, do, have, may, might, must, ought, shall, should, will</b> and <b>would</b>.</p> <p>Remember: When you use a plural pronoun, you must also use a plural verb. For example, you would say, “These are decorations” when you refer to more than one decoration. You would say, “This is a decoration” when you refer to a single item.</p>	
<p>What should you</p>	<p>“Should” is a modal verb. Modal verbs are used to express ideas, such as possibility, intention, obligation and necessity. Other modal verbs are <b>can, could, may, might, must, ought to, will</b> and <b>would</b>. When a question begins with the pronoun “what,” it signals that</p>	

	<p>the speaker wants or needs information. This is called an "interrogative."</p> <p>In this case, the intent of "should" in the question is <b>necessity</b>. Ella, Ping and Mrs. Johnson are planning Mr. Johnson's birthday party. They <b>need</b> to know what must be done to make the party a success.</p>	
Over, through, between	<p>Certain words in English are called "prepositions." A preposition is a connecting word that shows the relationship between a noun or pronoun and some other word in the sentence. Some prepositions show location, such as over, under, on, through and between.</p> <p>The sentence "Glue the cake <b>over</b> the rectangle" is part of the instructions on how to make a card. "Over" is the preposition. The sentence is instructing Ping <b>where</b> to put the cake. "Over" in this case means "on top of" or "above" the rectangle.</p>	
First, second, third, fourth	<p>Using "first," "second," "third," and so on expresses that you want or need something to be done in a specific order or sequence. A sequencing structure can be as simple as doing something in three steps, such as "first, next, finally" or "first, second, third," or it can involve many steps.</p> <p>A good example of when to use a sequencing structure is for giving directions on how to make something, such as a card.</p> <p>The important thing to consider when using a sequencing structure is to make sure it is logical. It must have a beginning, a middle and an end. It also must use the same terms from start to finish, such as "first, second, third, fourth and finally," not "first, next, third, then and finally."</p>	
Where do you want	<p>In English, "where" has many definitions. In this case, it is an adverb used as an interrogative. An interrogative signals that the speaker wants or needs information.</p> <p>"Want" is a transitive verb that means many different things. When "want" means "desire or wish," as it does here, it must be followed by an infinitive. An infinitive is a verb form that is usually introduced by "to," such as "Where do you want <b>to put</b> it?"</p>	
What kind of occasion is it	<p>The word "kind" means many different things in English. In this case, it is a noun that means "sort," "variety" or "type." When a question begins with the pronoun "what," it signals that the speaker wants or needs information. This is called an "interrogative."</p>	

<b>CULTURE LINKS</b>		
Po-up cards	Pop up cards are 3 dimensional. When you open the card a scene "pops up" rather than a picture on a flat surface. Some examples of pop up cards include a castle, forest scene, or a birthday cake. Really just about anything can be made into a pop up card.	
Birthday cake	<p>A cake is made, and candles are put on top based on how old the person is. Then everyone sings the "happy birthday" song, and at the end of the song, the birthday child blows out the candles. If they blow them all out with one blow, their birthday wishes will come true.</p> <p>The number of candles for an American would be different than for the Chinese since we calculate age differently. In the US a person is not one year old until one year after the day they were born, unlike in china where you are considered two years old at one year after being born.</p>	
<b>IMAGES</b>		
Pop up cards Halloween cards Birthday cards Cake Glue Paper Squares rectangle	Photos	
<b>FALLOUT SECTION</b>		
Then These	<p>This is a pop-up card. One piece of the card pops up between the front and back of the card. There are two kinds of pop-up cards: birthday cards and Halloween cards. First, choose the kind of card. What kind of occasion is it? What should you make? _____, follow the directions.</p> <p>For a birthday card:                      First, fold the paper. Second, cut out the squares. _____ are the base of the pop-up part. Third, cut out the rectangle and the birthday cake. Fourth, tape the rectangle between the two squares. Glue the cake over the rectangle. This is the pop-up part. Where do you want to put it? Choose the place and cut two holes in the back of the card. Slide the square pieces through the holes. Tape them to the back of the card.</p>	
You	This is a pop-up card. One piece of the card pops up between the front and back of the card. _____ are the base of the pop-up part. Third, cut out the rectangle and the birthday cake. Fourth, tape the rectangle between the two squares. Glue the cake over the rectangle. This is the pop-up part. Where do you want to put it? Choose the place and cut two holes in the back of the card. Slide the square pieces through the holes. Tape them to the back of the card.	



<p>There are These are This is</p>	<p>between the front and back of the card. _____ two kinds of pop-up cards: birthday cards and Halloween cards. First, choose the kind of card. What kind of occasion is it? What should ____ make? Then, follow the directions.</p> <p>For a birthday card: First, fold the paper. Second, cut out the squares. _____ the base of the pop-up part. Third, cut out the rectangle and the birthday cake. Fourth, tape the rectangle between the two squares. Glue the cake over the rectangle. _____ the pop-up part. Where do you want to put it? Choose the place and cut two holes in the back of the card. Slide the square pieces through the holes. Tape them to the back of the card.</p>	
<p>First Second Them him card cards these are place</p>	<p>This is a pop-up card. One piece of the card pops up between the front and back of the card. _____ two kinds of pop-up cards: birthday cards and Halloween cards. _____, choose the kind of card. What kind of occasion is it? What should you make? Then, follow the directions.</p> <p>For a birthday card: First, fold the paper. _____, cut out the squares. These are the base of the pop-up part. Third, cut out the rectangle and the birthday cake. Fourth, tape the rectangle between the two squares. Glue the cake over the rectangle. This is the pop-up part. Where do you want to put it? Choose the _____ and cut two holes in the back of the _____. Slide the square pieces through the holes. Tape _____ to the back of the card.</p>	

**RECORD SECTION**

<ol style="list-style-type: none"> <li>1. birthday card</li> <li>2. birthday cake</li> <li>3. first, fold the paper</li> <li>4. then follow the directions</li> <li>5. what should you make?</li> <li>6. where do you want to put it</li> <li>7. cut</li> </ol>	<p>This is a pop-up card. One piece of the card pops up between the front and back of the card. There are two kinds of pop-up cards: birthday cards and Halloween cards. First, choose the kind of card. What kind of occasion is it? What should you make? Then, follow the directions.</p> <p>For a birthday card: First, fold the paper. Second, cut out the squares. These are the base of the pop-up part. Third, cut out the rectangle and the birthday cake. Fourth, tape the rectangle between the two squares. Glue the cake over</p>	
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<p>8. between 9. over 10. through</p>	<p>the rectangle. This is the pop-up part. Where do you want to put it? Choose the place and cut two holes in the back of the card. Slide the square pieces through the holes. Tape them to the back of the card.</p>	
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**COACHING 1 & 2**

<p><b>BE THE COACH 1</b></p>		
<p>Ping and Ella are in the family room making the card for Mr. Johnson.</p>		
<p>Ella</p>	<p>Fold those two flaps together.</p>	<p>Medium shot Ping and Ella</p>
<p>Ping</p>	<p>Okay, I folded the paper.... Umm ... umm</p>	<p>Looking at ella then stumbles and looks at the user.</p>
<p>Gizmo</p>	<p>Time to be the coach. Ping is helping Ella make a card for her Dad. She needs to know the next step. What does she say?  (Answers are in English)</p> <ul style="list-style-type: none"> <li>▪ Where should I put the card?</li> <li>▪ <b>What should I do next?</b></li> <li>▪ What should you do next?</li> </ul>	<p>User watches the intro movie. Helps carry the story mission along through the episode.  User answers question. If correct, advance to next scene.  If incorrect 1<sup>st</sup> time, gets a "try again"  If incorrect 2<sup>nd</sup> time, program auto answers the question sending the user back to practice. User will not advance on the map.</p>
<p>Closing Scene</p>		
<p>Ping</p>	<p>What should I do next?</p>	<p>Close up Ping.</p>
<p>Ella</p>	<p>Cut along the dotted line.</p>	<p>Medium shot, Ping and Ella Ping winks at the user grateful.</p>
<p><b>BE THE COACH 2</b></p>		
<p>Ping and Ella are in the family room with a box of decorations. Ping has a blown up balloon in her hand.</p>		
<p>Ella</p>	<p>We need to put up these decorations!</p>	<p>User listens to the scene</p>

Gizmo	<p>Ping wants to know if she should put a balloon in the kitchen or the living room. What does she say?</p> <ul style="list-style-type: none"> <li>• Where should I put this bag?</li> <li>• Should I put the box in the kitchen or the living room?</li> <li>• Should I put the balloon in the kitchen or the living room?</li> </ul>	then responds to Gizmo's question.
Ending – Play when user answers correct.		
Ping	Should I put the balloon in the kitchen or the living room?	Medium shot Ella and Ping
Ella	Put it in the living room next to the banner.	Close up Ella
Ping	Okay. (to camera) Thanks for your help.	Medium shot Ella and Ping. Ping says "Okay" to Ella and turns to the camera to say "Thanks for your help." Exit back to the map.

**Featured Cultural Content**

<b>Birthday Parties</b>	<p>Birthdays are important milestones for children and their families. Birthday parties are events that bring happiness and fun to everyone involved. Family and friends are invited. Rooms are decorated with balloons and ribbons. The center of the attention is the child who is the "birthday girl" or the "birthday boy". There is usually a birthday cake and candles represent each year of the child's age. Guests sing the "Happy Birthday" song and then it is time to blow out the candles. The tradition is to make a secret wish before blowing out the candles.</p> <p>Opening presents is another exciting moment at the birthday party. For young children, this is one time of the year that he or she gets all the attention and gifts from friends and family.</p>
<b>Public Holidays</b>	<p>People in the United States celebrate many holidays with a day off from work. Many of these are now observed on a Monday, which results in a "three-day weekend" for workers.</p> <p>New Year's Day – January 1 is the first day of the calendar year.</p> <p>Birthday of Martin Luther King, Jr. – (Third Monday in January) In 1964, Dr. King became the youngest recipient of the Nobel Peace Prize, for his leading a non-violent resistance to end racial prejudice in the United States. He was killed in 1968.</p> <p>President's Day – (Third Monday in February) This holiday celebrates the birthdays of George Washington (February 22, 1732) and Abraham Lincoln (February 12, 1809).</p> <p>Memorial Day – (Last Monday in May) This holiday originally honored those who died in the Civil War, but now honors all who have died in battle for this country.</p> <p>Independence Day ("The Fourth of July") – This day commemorates the signing of the Declaration of Independence.</p> <p>Labor Day – (First Monday in September) This holiday honors all who work for a living.</p> <p>Columbus Day – (Second Monday in October) This holiday commemorates the landing of Christopher Columbus in the "New World" on October 12, 1492.</p> <p>Veterans Day – (November 11) This day honors the signing of the armistice ending World War I, on November 11, 1918.</p> <p>Thanksgiving Day – (Fourth Thursday in November) This day commemorates a day of thanks to God offered by the Pilgrims for a plentiful harvest in 1621.</p> <p>Christmas Day – (December 25) This day celebrates the birth of Jesus Christ.</p>

**KARAOKE****Let's throw a party**

Narrator	Let's throw a party.	<i>Each cut/normalized audio file needs markers on every word as</i>
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	<p>It will be lots of fun.                  We'll make some decorations.                  And we'll laugh when we're done.</p> <p>I'll bring some balloons.                  I will bake a cake.                  I'll set up the table.                  What should I make?</p> <p>We need to make a card.                  We need to make a banner.                  We'll set up in the dining room.                  We'll decorate the house.</p> <p>First put up the banner.                  Next come the balloons.                  Third get out the streamers.                  The guests will be here soon.</p>	<p><i>well as a text file for each verse.</i></p>
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**APPLY- FINAL CHALLENGE**

**READ ASSESSMENT**

Ping is looking at a list of what decorations and party supplies go in each room.

<p>Robot:</p>	<p>Ping is trying to determine what items go in each room to prepare for the party. Mrs. Johnson has made her a list. Look at the list and tell her where to put the banner.</p> <ul style="list-style-type: none"> <li>• The cake goes in the dining room.</li> <li>• The balloons go in the living room.</li> <li>• The banner goes in the living room.</li> </ul> <p>Text below displays on screen in Chinese:                  Which line says, "The banner goes in the living room."?</p>	<p>Student must read the map and click on one of three M/C answers</p> <p>1<sup>st</sup> time fail:                  User hears first feedback in English with Chinese text only translation displaying on screen:                  "No, try again."</p> <p>2<sup>nd</sup> time fail:                  User hears 2<sup>nd</sup> feedback:                  "It's this one."                  After 2<sup>nd</sup> fail and auto answer displays, advance the student to the next scene.</p>
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**LISTENING ASSESSMENT -**

BACKGROUND: School hallway. Mrs. Johnson asks Ping and Ella to help prepare for the birthday party.

<p>Mrs. Johnson</p>	<p>First, we need to get the cake.                  Second we should hang the banner.                  Third, we need to get the presents.</p>	<p>Medium shot Ping and students</p>
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	Click on the item Mrs. Johnson wants done second. Cake button <b>Banner button</b> Presents button	
<b>SPEAKING ASSESSMENT - Your turn</b>		
You and Ella are going to make a special birthday card for Mr. Johnson. There are 6 total student responses required.		
<b>Conversation 01</b>		
Gizmo	Now it's your turn to help Ella make a birthday card for her father. Click on Ella to begin.	
Ella	Get out the craft supplies. We're going to make a card for my dad.	
Gizmo	Say – OK. What should I do first? (1)	
If correct:		
Ella	First, pick out a funny picture of my Dad from that pile of pictures.	
Gizmo	Say – How about this one? (2)	
If correct.		
Ella	That one is great! Now cut out Dad's picture with the scissors.	
Gizmo	Say – Should I make it a square or a rectangle? (3)	
If correct:		
Ella	You should make a square.	
Gizmo	Say – What should I do next? (4)	
If correct		
Ella	Get some glue from the box. Then, glue the picture to the front of the card.	
Gizmo	Say, Should it be at the bottom or the top of the card? (5)	
If correct:		
Ella	It should be near the top.	
Gizmo	Say, How does this look? (6)	
If correct:		
Ella	That's good. Now I'll draw a dog's body under the picture. It will look like his head on a dog. Dad always says in his next life he wants to be a dog.	
Gizmo	Good work! You've helped Ella make a funny birthday card for her dad. Click on the photo from the birthday party to save in your scrapbook and end this lesson.	User clicks screen and is sent back to the backpack to begin the next episode.

<b>Word Wizard, Hidden Treasure, and Falling Jewels</b>		
<b>Vocabulary</b>		
Target	Recycled	Enrichment
balloons birthday bottom card circle dining fold get out gift inside lines living medium piece place present rectangle scissors square step table tape to cut to make to put to separate top	a lot of and big black cake decorations do door each face first fourth house large last next no numbers 25-45 okay orange people pile place room second see should some then third to find to need to open to read to see to use together we yes	box dotted else instructions tab to attach to follow to take out triangle streamers
<b>Phrases</b>		
Target	Recycled	Enrichment
Find/open/put . . . First/second/third/fourth/next Should I/we . . . This one That one We need to . . . What should I . . .	Is this . . . Let's . . . That is . . . This is . . .	What else . . . Where should we . .

What should we . . . When is your birthday? ...years old up the stairs What do you need?		
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