Appendix D: Sample Mei and Abby Word Bridge Activity

Learners gather symbolic story objects in different environments, then place them in order to reveal and say a simple magic sentence.









Teacher Observation Note

The teacher observes whether the learner correctly identifies or selects each symbolic story-game object, places the pieces in order with support as needed, and responds by pointing, selecting, gesturing, using a single word, short phrase, or saying the revealed sentence.

Assessment Connection

This activity connects to the teacher observation checklist by documenting recognition accuracy, prompting level, response mode, and early sequencing evidence.

Tool Connection

Microsoft Sway may present the guided visual story path. Canva may provide the symbolic cards, icons, and printable supports.

Story-Game Object	Student-Facing Action	Hidden Grammar Function	Teacher Observation Evidence
Blue helper gem	Find the blue helper gem.	person/helper	accuracy, prompting, response mode
Green path stone	Take the green path stone.	place	accuracy, prompting, response mode
Silver treasure key	Choose the silver treasure key.	thing/object	accuracy, prompting, response mode
Gold motion ring	Put the pieces in order. Say the magic sentence.	action/verb	accuracy, sequence, response mode

Appendix D: Sample Mei and Abby Word Bridge Activity

Purpose. This appendix demonstrates how a Mei and Abby story scene can support implicit, low-stakes grammar recognition through a simple game-like challenge. Rather than labeling grammar directly for learners, the activity presents symbolic story-world objects that Mei and Abby must collect, sequence, and use to open the Word Bridge Gate. The teacher interprets these responses as evidence of recognition of people, places, things, and actions.

Scope note. The bridge-slot sequence lightly prepares learners for later sentence-order work; however, the assessment target in this plan remains recognition of people, places, things, and actions after direct instruction on nouns and verbs.

Four-Panel Activity Sequence

Panel	Story-Game Moment	Student-Facing Action	Hidden Grammar Function
1	Mei and Abby enter a moonlit helper grove and find a glowing blue helper gem.	Find the blue helper gem.	Person/helper
2	A lantern path leads them to a green path stone that marks where they should go next.	Take the green path stone.	Place
3	Near the bridge rail, Mei opens a small treasure chest and finds a silver treasure key.	Choose the silver treasure key.	Thing/object
4	At the Word Bridge Gate, the pieces are placed in sequence; the symbols reveal a simple magic sentence, and the gate opens to the next level.	Put the pieces in order. Say the magic sentence.	Action/verb; early sequence evidence

Teacher Observation Note

The teacher observes whether the learner correctly identifies or selects each symbolic story-game object and whether the learner can place the pieces in order with support as needed. The teacher records accuracy, prompting level, and response mode, such as pointing, selecting, sorting, gesturing, using a single word, giving a short phrase, or saying the revealed sentence.

Assessment Connection

This activity connects directly to the teacher observation checklist by documenting recognition accuracy, prompting level, response mode, and early sequencing evidence. Because the learner interacts with story-game objects rather than overt grammar labels, the activity preserves the implicit character of the IND-GBL design while still producing observable evidence of learning.

Tool Connection

Microsoft Sway may present the guided visual story path, including the different environments, the Word Bridge Gate, and the next-level reward sequence. Canva may provide the symbolic cards, icons, bridge-slot cards, and printable supports used for teacher-facilitated practice.

Design Alignment Note

The student-facing activity remains non-grammar-labeled. Learners see gems, stones, keys, rings, slots, a gate, a revealed magic sentence, and a new magic book; the teacher-facing documentation explains the hidden grammar function behind each object. This keeps the story world subordinate to the instructional objective while demonstrating how implicit narrative-driven game-based learning can reinforce recognition of people, places, things, and actions.