



US00D733176S

(12) **United States Design Patent**
Lin

(10) **Patent No.:** **US D733,176 S**

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(54) **DISPLAY SCREEN OR PORTION THEREOF WITH TRANSITIONAL IMAGE SEQUENCE**

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(Continued)

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(**) Term: **14 Years**

(57) **CLAIM**

The ornamental design for a display screen or portion thereof with transitional image sequence, as shown and described.

(21) Appl. No.: **29/464,279**

DESCRIPTION

(22) Filed: **Aug. 14, 2013**

FIG. 1 is a front view of a first image in the sequence for a display screen or portion thereof with transitional image sequence;

(51) **LOC (10) Cl.** **14-04**

(52) **U.S. Cl.**
USPC **D14/486**

FIG. 2 is a front view of a second image thereof;

(58) **Field of Classification Search**
USPC D14/485–488, 489, 490, 492
CPC G06F 3/04842; G06F 3/0482; G06F 3/04817
See application file for complete search history.

FIG. 3 is a front view of a third image thereof;

FIG. 4 is a front view of a fourth image thereof;

FIG. 5 is a front view of a fifth image thereof;

FIG. 6 is a front view of a sixth image thereof;

FIG. 7 is a front view of a seventh image thereof;

FIG. 8 is a front view of an eighth image thereof;

FIG. 9 is a front view of a ninth image thereof;

FIG. 10 is a front view of a tenth image thereof;

FIG. 11 is a front view of an eleventh image thereof;

FIG. 12 is a front view of a twelfth image thereof; and,

FIG. 13 is a front view of a thirteenth image thereof.

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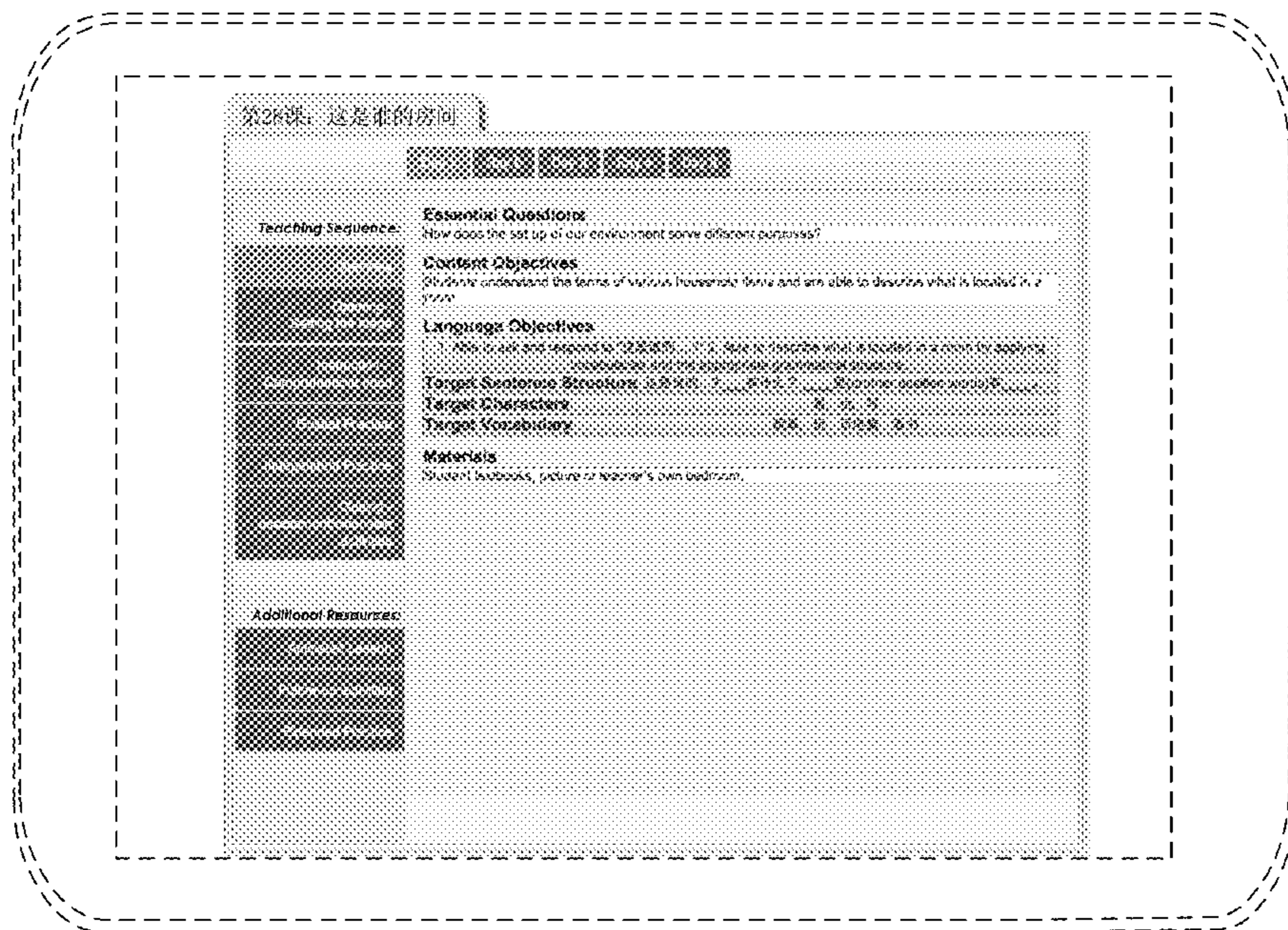
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The subject matter in this application includes a process or period in which an image changes into another image. This process or period forms no part of the claimed design.

The broken lines shown in FIGS. 1-13 showing a display screen or a portion thereof are included for the purpose of illustrating environmental structure and these broken lines form no part of the claimed design.

1 Claim, 13 Drawing Sheets



US D733,176 S

Page 2

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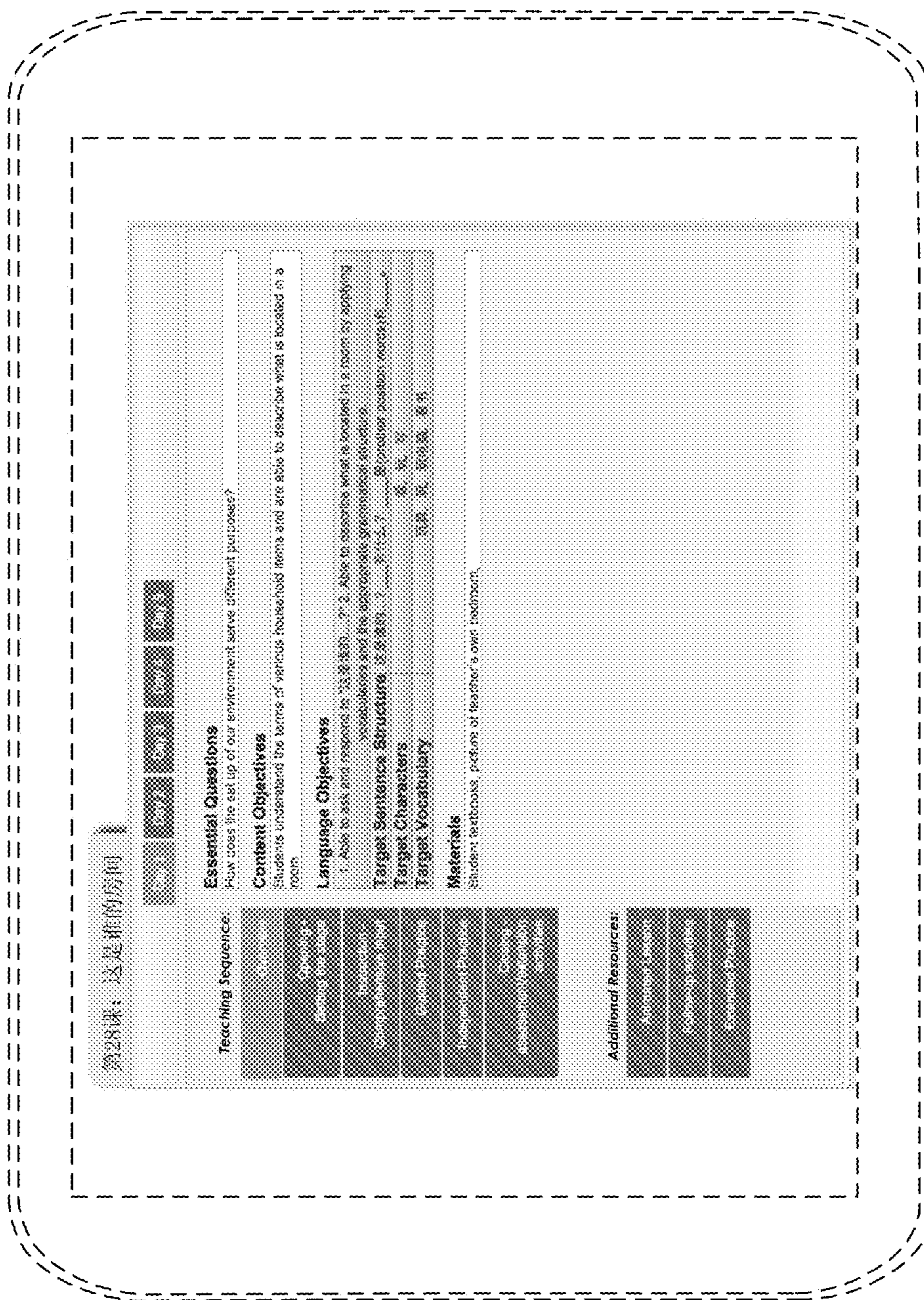


FIGURE 1

第28课：这是谁的房间

Teaching Sequence:

1. Review the previous lesson.
2. Read the passage and answer the questions.
3. Listen to the audio and repeat the dialogue.
4. Role-play the dialogue.

Teaching Objectives:

通过学习本课，使学生能够听懂、会说、会读、会写、会认、会拼、会写、会读、会认、会拼、会写、会读、会认、会拼、会写。

TEACHER ACTION:
STEP 4: (50min)
Review text.

STUDENT ACTION:
STEP 1: (10min)
Listen to the audio and repeat the dialogue.
STEP 2: (10min)
Read the passage and answer the questions.
STEP 3: (10min)
Listen to the audio and repeat the dialogue.
STEP 4: (20min)
Role-play the dialogue.

Additional Resources:

1. Listening and reading materials.
2. Role-play cards.
3. Audio materials.

FIGURE 2

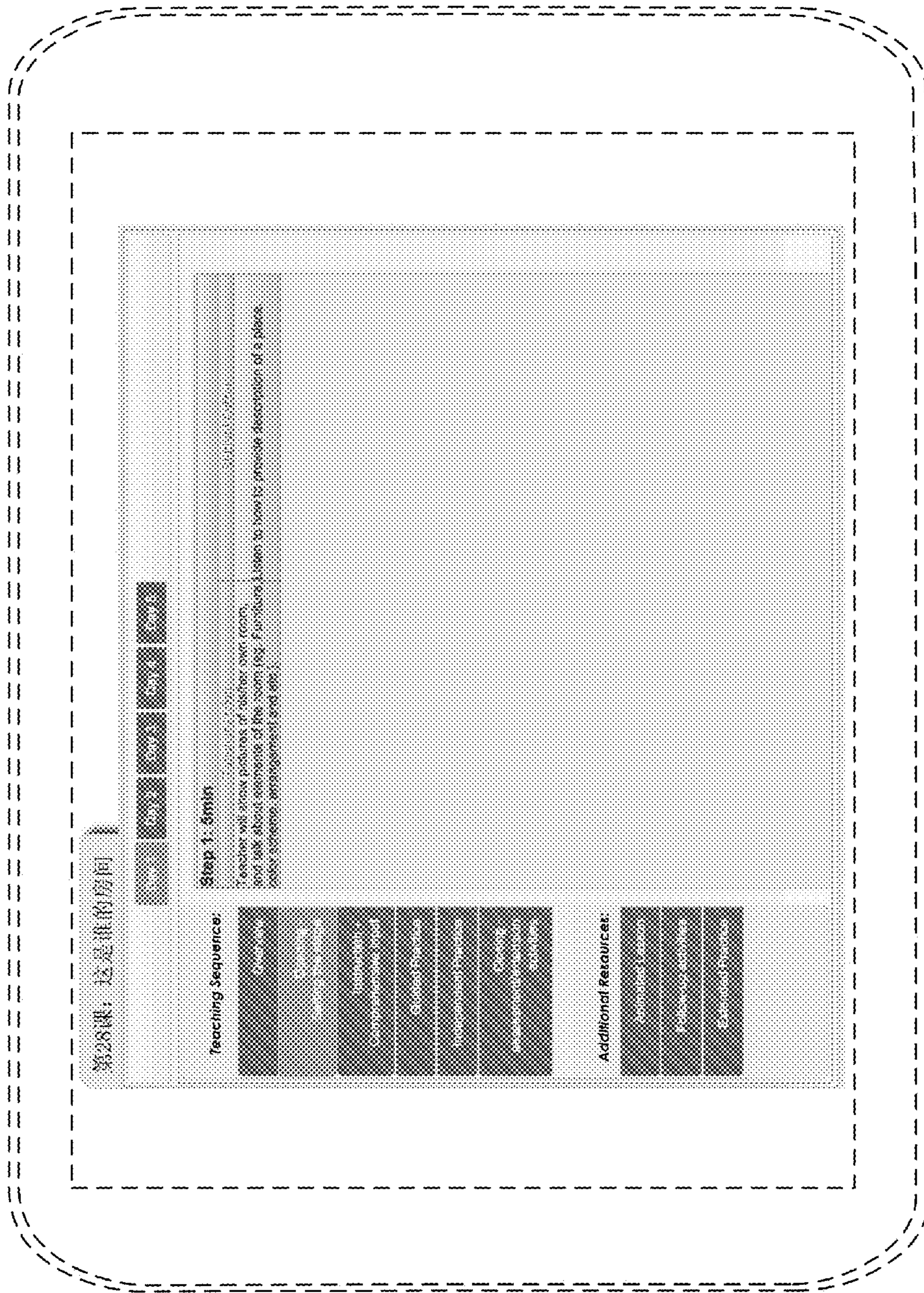


FIGURE 3

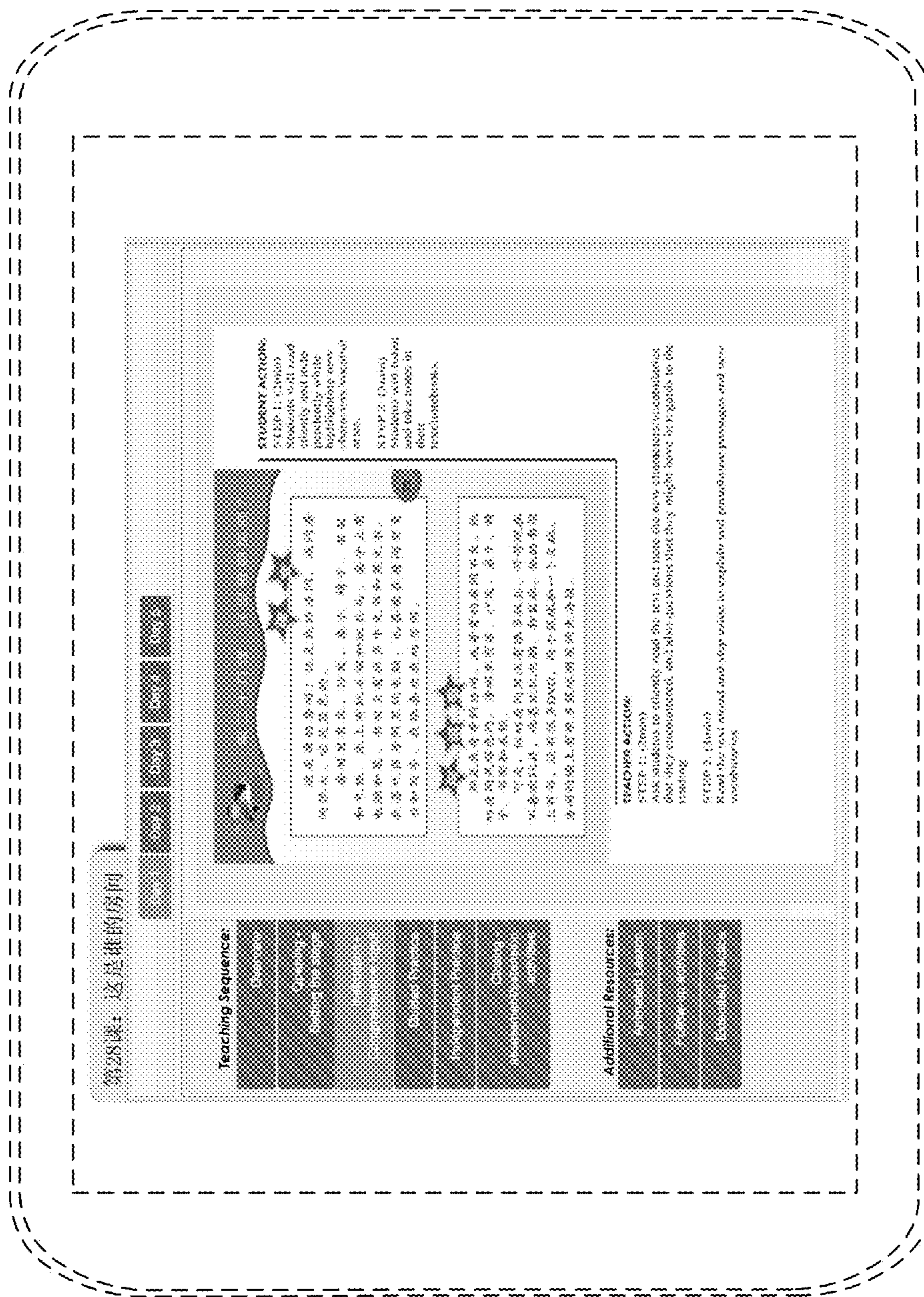


FIGURE 4

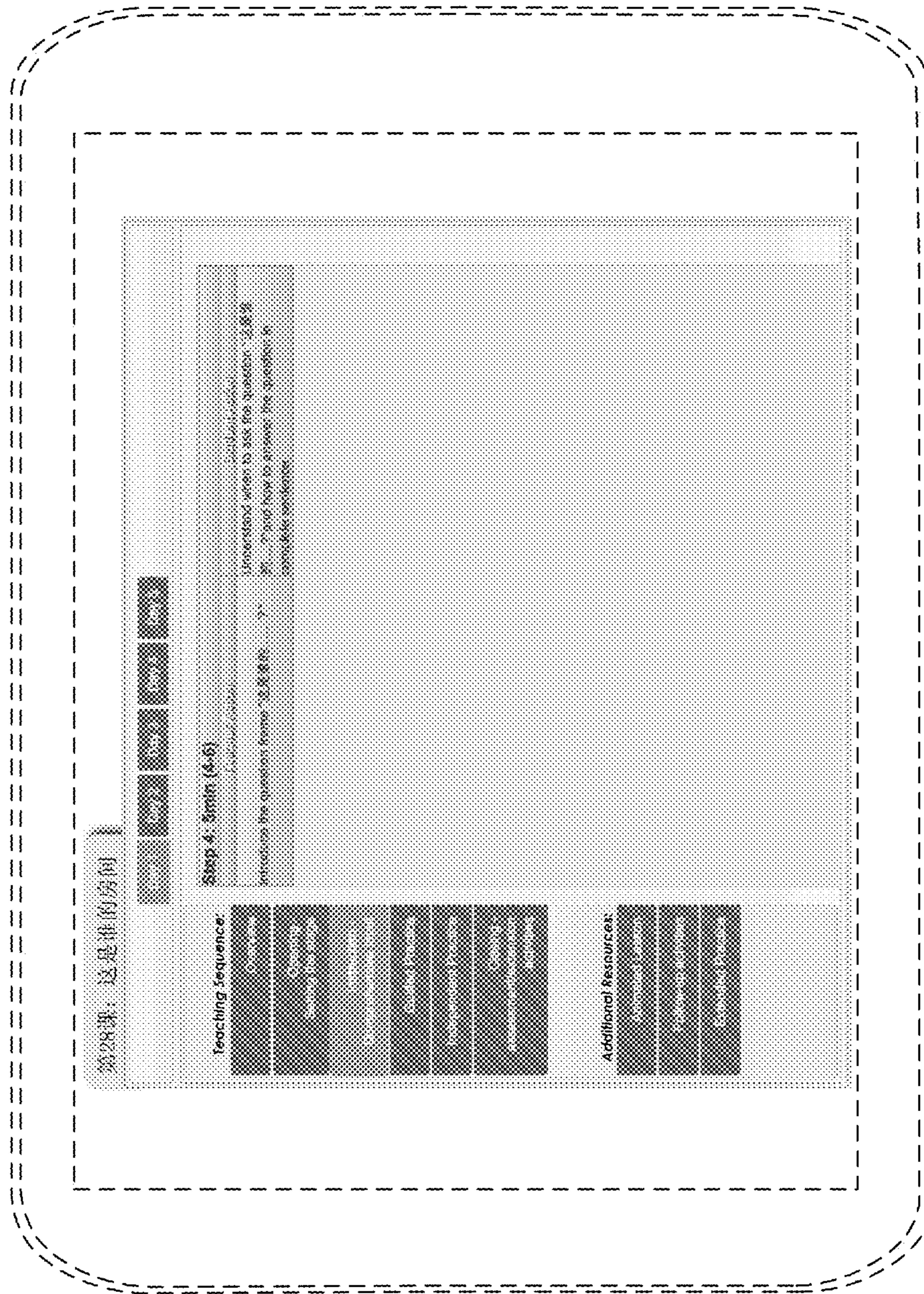


FIGURE 5

第26课：这是谁的房间

Teaching sequence:

- Preview
- Reading
- Reading the story
- Comprehending the text
- Language practice
- Writing
- Assessment

Additional Resources:

- Additional Videos
- Additional Activities
- Additional Games

STUDENT ACTIVITY:
 STEP 1: (10 min)
 Understand the importance of paying attention to details when reading a story.

STEP 2:
 Read text to understand characters' feelings with the aid of illustrations.

TEACHER ACTIVITY:
 STEP 1: (10 min, 2-3)
 Tell students that even though the text says the teacher's grand idea of what it may look like.

STEP 2:
 Pick student references to read the text, one sentence at a time.

STUDENT ACTIVITY:
 STEP 1: (10 min)
 Understand the importance of paying attention to details when reading a story.

STEP 2:
 Read text to understand characters' feelings with the aid of illustrations.

TEACHER ACTIVITY:
 STEP 1: (10 min, 2-3)
 Tell students that even though the text says the teacher's grand idea of what it may look like.

STEP 2:
 Pick student references to read the text, one sentence at a time.

FIGURE 6

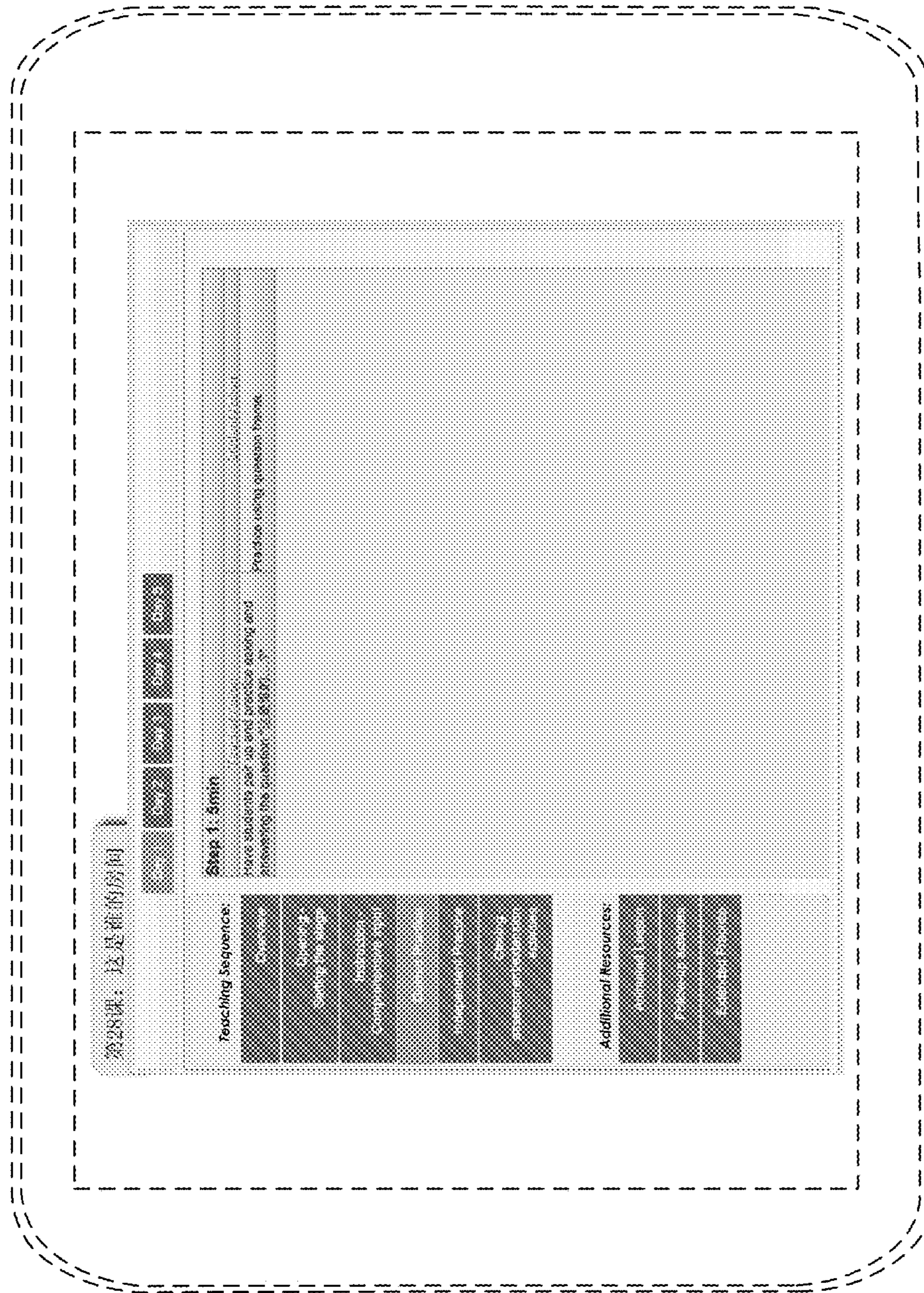


FIGURE 7

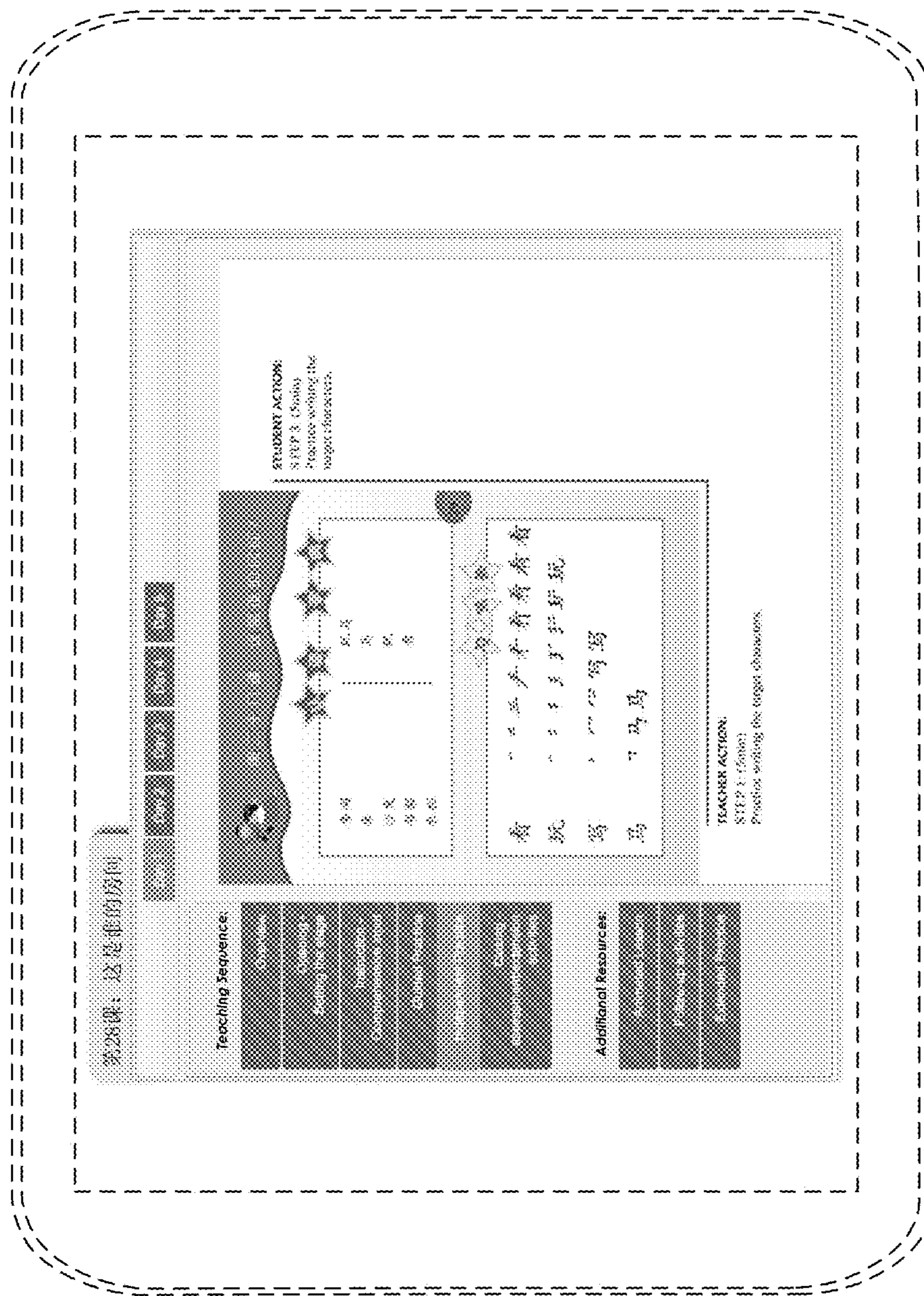


FIGURE 8

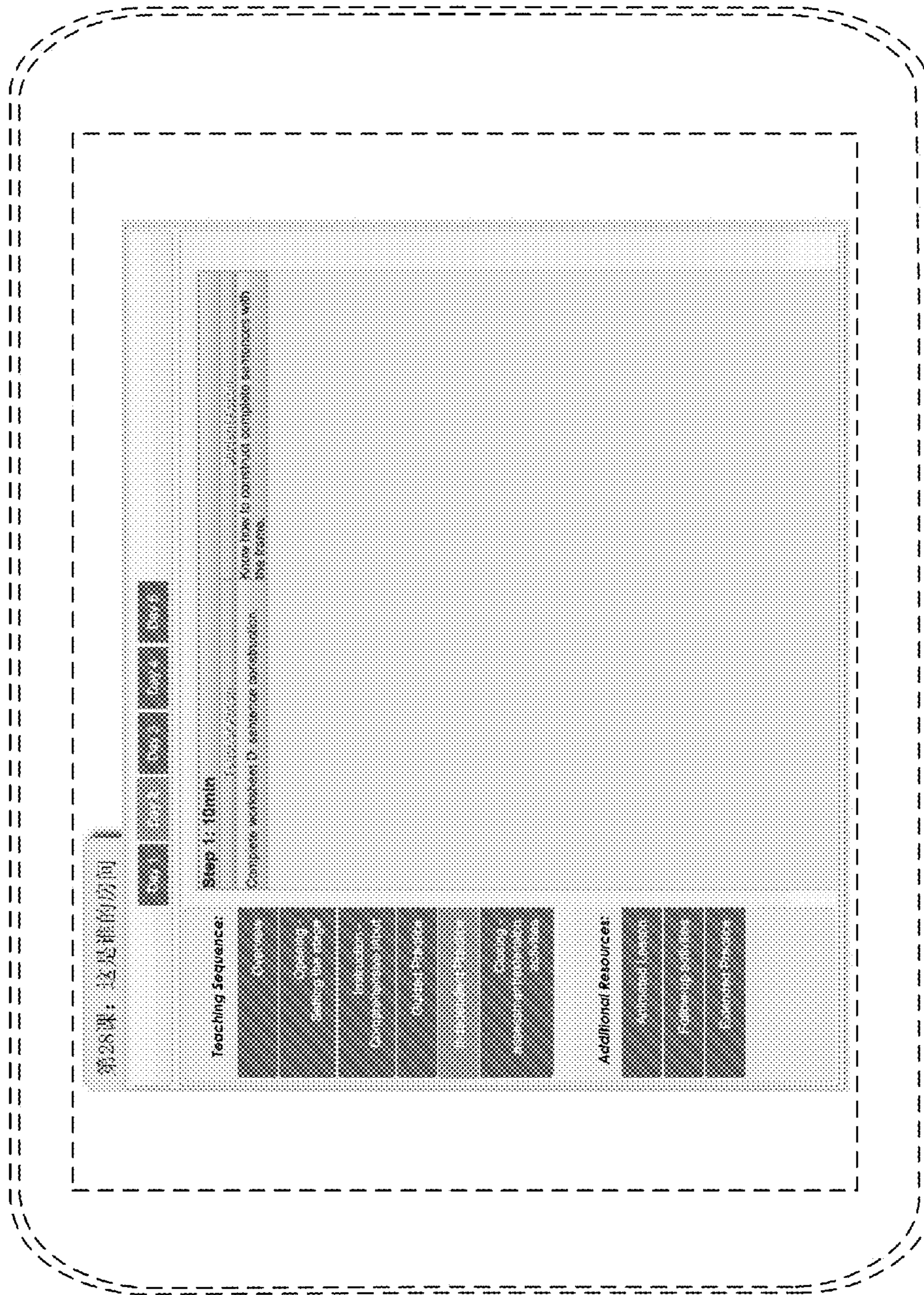


FIGURE 9

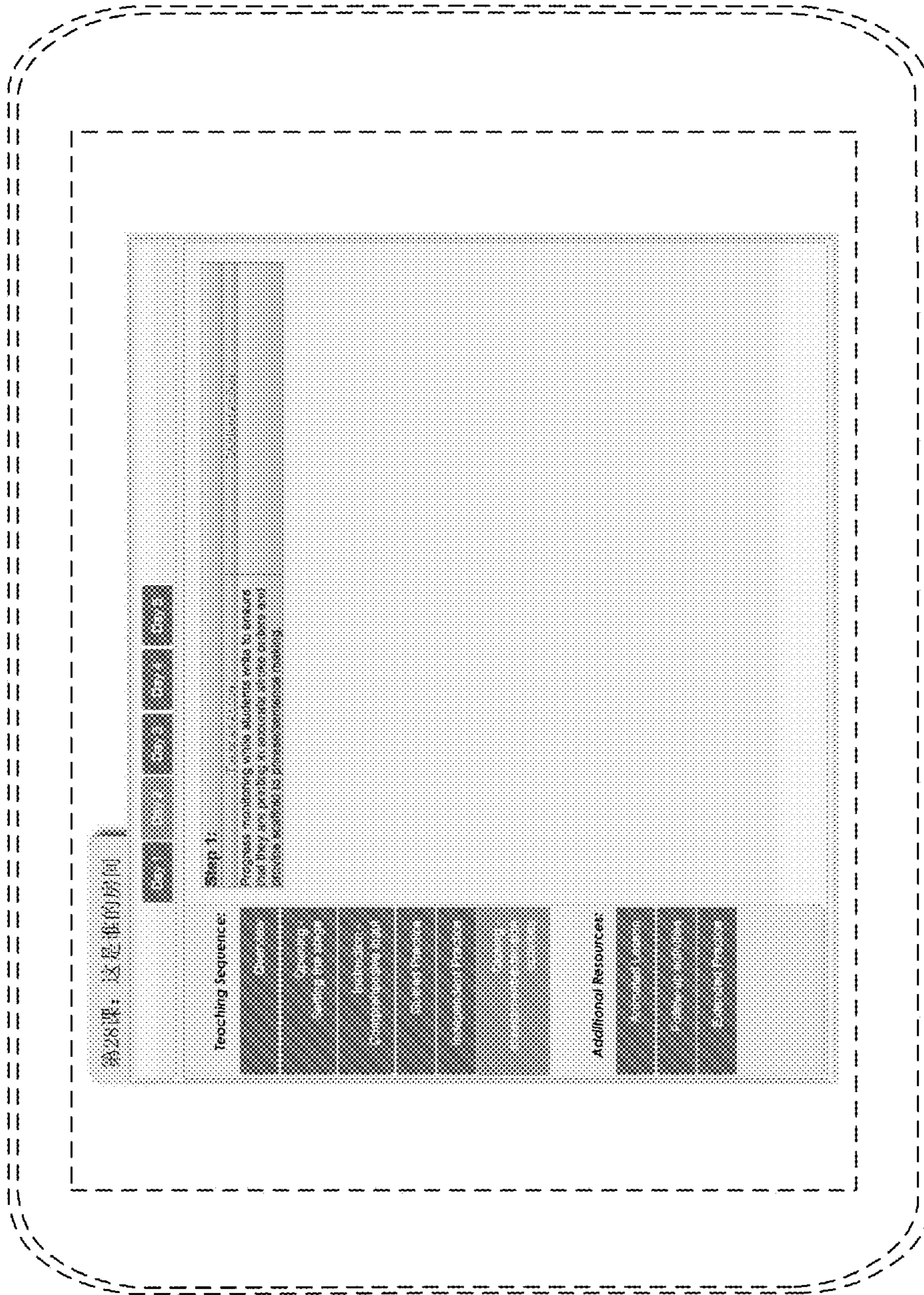


FIGURE 10



FIGURE 11



FIGURE 12

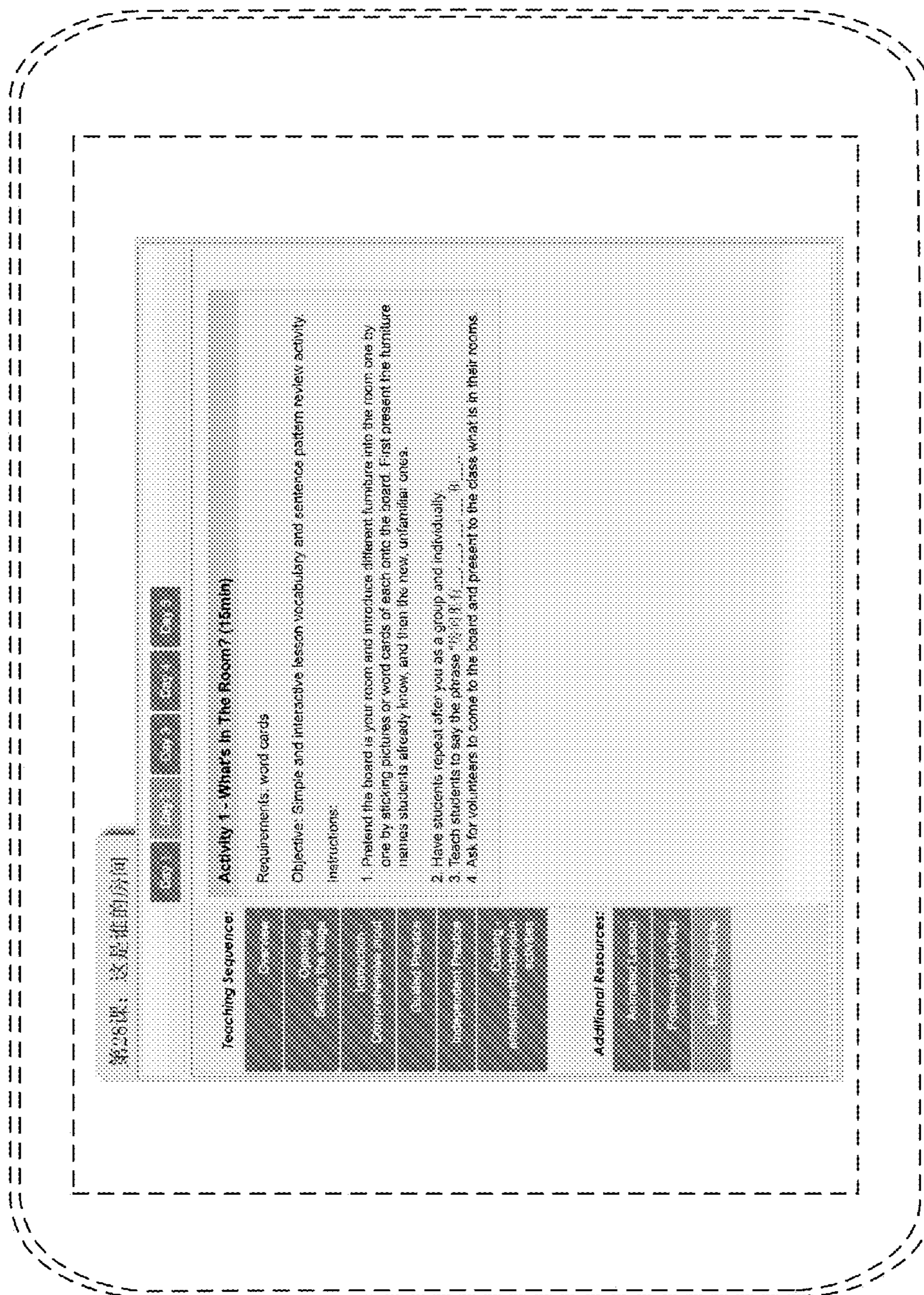


FIGURE 13