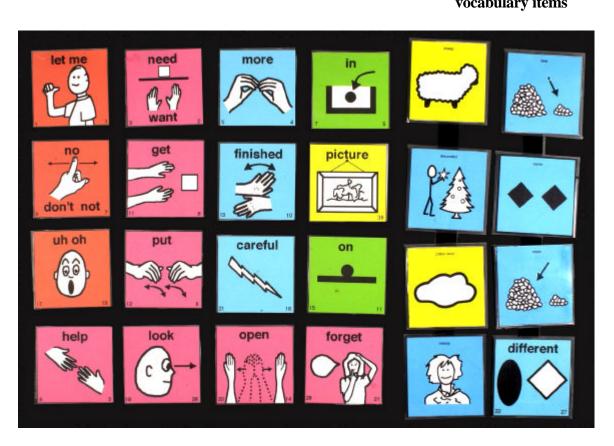
#### **APPENDICES**

#### Appendix 1

Facilitator board: Arts and crafts activity

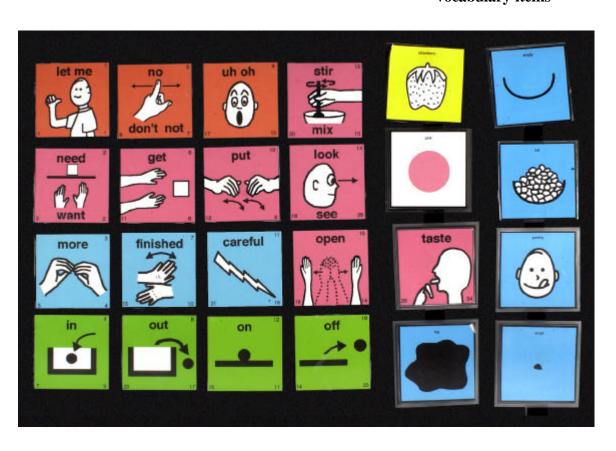
Core s	Core symbols	 Target receptive
		vocabulary items



# Appendix 2

#### Facilitator board: Food preparation activity

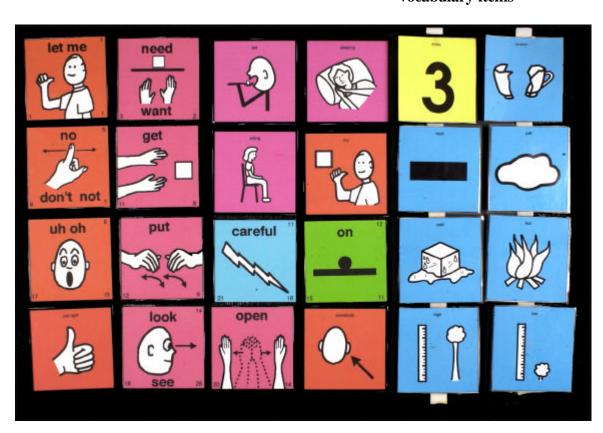
\_\_\_\_\_ Core symbols \_\_\_\_\_ Target receptive vocabulary items



# Appendix 3

Facilitator board: Story time activity

\_\_\_\_ Core symbols \_\_\_\_ Target receptive vocabulary items



# Appendix 4

under unfam	y place a√ under the appet either familiar or unfantiliar with a word respecter a child would know the control of the control	niliar if you thi ctively. Uncerta	nk that this ag	ed child will be	familia
	you for your time:	T 200	T	T	7
No.	Vocabulary item	Familiar	Uncertain	Unfamiliar	4
1	Ball				-
2 3	Beads				-
<u>3</u> 4	Television Block				-
<del>4</del> 5	Car	+	1		1
<u>5</u> 6	Doll	+			1
<del>0</del> 7	Apple				
8	Bed				1
9	Baby				1
10	Cat				1
11	Drink				
12	House				1
13	Biscuit				1
14	Shoe				1
15	Sweets				1
16	Book				1
17	Spoon				1
18	Cup				1
19	Table				
20	Toilet				
21	Banana				
<i>Z</i> I	Chair				
21 22					

# Appendix 5

Centre for Augmentative and Alternative Communication University of Pretoria Pretoria 0002

Dear Principal
Re: Request to conduct a survey at
I am currently enrolled for my Ph.D. at the Centre for Augmentative and Alternative Communication at the University of Pretoria. The aim of my study is to implement a language stimulation program for children with disabilities using pictures. However, prior to implementing this program with children with disabilities, we need to understand how similar aged typically developing children understand these pictures.
This task will entail asking young typically developing children (between the ages of 3.0-4.0 years) to point to the relevant picture e.g. show me the picture of the book. The child would be required to point to the picture from four options. A total of 20 words will be tested and this should take approximately 10 minutes per child.
I would like to request permission do this survey at on the (please see attached letter of consent). I have also included a letter for parents informing them of the aims of the exercise as well as a letter requesting their consent for their child's participation.
Please do not hesitate to contact me for further information.
Thanking you in anticipation.
Kind regards Shakila Dada 2 420 2001 or 420 4729 (work) 3 3701004 (home) fax 420 4389
Consent
I hereby give consent for Ms. Shakila Dada to conduct the survey at
on
Signature

#### Appendix 6

Centre for Augmentative and Alternative Communication University of Pretoria Pretoria 0002

#### Dear Parent/ Guardian

Signature

Re: Permission for your child to participate in a survey

I am currently enrolled for my Ph.D. at the Centre for Augmentative and Alternative Communication at the University of Pretoria. The aim of my study is to implement a language stimulation program for children with disabilities using pictures. However, prior to implementing this program with children with disabilities, we need to understand how similar aged typically developing children understand these pictures.

I would like to request your permission for your child to participate in this task (please see consent form below). This task will involve your child being requested to point to a relevant picture e.g. show me the picture of the book. The child would be required to point to the picture from four options and should take approximately 10 minutes per child. The information obtained will be treated confidentially and will only be used for the purpose of this study.

Kindly complete the consent form below and return to the	school by the
Please do not hesitate to contact me for further information.	
Thanking you in anticipation.	
Kind regards Shakila Dada  ☎ 420 2001 or 420 4729 (work)	
% Consent	
I hereby give consent / do not give consent for (parents name)	my child (child's name)
to participate in Ms. Shakila Dadas' survey at theS	chool on the
4 December 2001.	

# Appendix 7

#### Identification of Line Drawings Test

	Official use	
Respondent Number:		1
Gender:		2
Age:		3

No.	Target	Response
1	Ball	
2	Beads	
3	Television	
4	Block	
5	Car	
6	Doll	
7	Apple	
8	Bed	
9	Baby	
10	Cat	
11	Drink	
12	House	
13	Biscuit	
14	Shoe	
15	Sweets	
16	Book	
17	Spoon	
18	Cup	
19	Table	
20	Toilet	
21	Banana	
22	Chair	
23	Dog	

#### Appendix 8

#### Informal receptive language test

Date:			
<b>Assessment:</b>			

Child's name:

# Section A Score Sheet Comprehension of action words (when playing with objects)

#### Materials: doll, car, ball, brush, shoe, horse, rattle, spoon, cup

Adults utterance	Childs response	Score
Kiss it		
Throw it		
Drink it		
Pat it		

# Section B Score Sheet Early two word relations (when not playing wit the object)

### Materials: doll, car, ball, brush, shoe, horse, rattle, spoon, cup

Adults utterance	Childs response	Score
Where is the shoe?		
Kiss the car		
Childs' name jump		
Childs' name bite the doll		

#### Section C Score Sheet Assessing Illocutionary Intent in requests

# Materials: doll, car, ball, brush, shoe, horse, rattle, spoon, cup

Adults utterance	Childs response	Score
Pat the doll		
Could you pick up the care for me?		
Would you mind throwing the ball		

#### Section D Score Sheet

#### Comprehension of two and three word instructions with toys as agents

# Materials: doll, car, ball, brush, shoe, horse, cow, spoon, cup

Adults utterance	Child's response	Notes
Make the horse eat		
Make the cow drink		
Make the doll comb		
Make the horse run		
Make the doll eat		
Show me the doll kisses the comb		
Show me the horse eat the spoon		
Show me the doll kick the cup		
Show me the cow throw the cup		
Show me the horse hit the cup		

#### Section E Score Sheet Comprehension of locatives: body placement task

#### Material: A cardboard box. Instruct the child where to hide.

Adults utterance	Child's response	Notes
In		
On		
Under		
Behind		
In front of		
Beside		

# Section 8 Score Sheet :Word order comprehension Material: Black and white picture from Miller and Paul (1995)

	Adults utterance	Child's response	Notes
A	A. daddy	•	
	girl		
	Boy		
	Mummy		
В	B. Crawling		
	Hugging		
	Kissing		
	climbing		
С	C. pouring		
	Pushing		
	Touching		
	Dropping		
D	D. in		
	Blanket		
	Cup		
	on		
Е	E. pitcher/jug		
	Pushing		
	Touching		
	Dropping		
1	Mommy's kissing		
2	Daddy's kissing		
3	Daddy's hugging		
4	Mommy's hugging		
5	Pushing the girl		
6	Pushing the boy		
7	Touching the boy		
8	Touching the girl		
9	Doll on the blanket		
10	Blanket on the doll		
11	Cup in the water		
12	Water in the cup		
13	Daddy's kissing mommy		
14	Mommy's kissing daddy		
15	Mommy's hugging daddy		
16	Daddy's hugging mommy		
17	The boy climbs on daddy		
18	Daddy climbs on the boy		
19	The girl crawls on mummy		
20	Mummy crawls on the girl		
21	Touching the water in the cup		
22	Touching the cup in the water		
23	Hugging the doll on the blanket		
24	Hugging the blanket on the doll	<u> </u>	

Appendix 9

Prob	Probe Test					
No.	Target	Foil 1	Foil 2	Foil 3	Foil 4	Question
1	Sheep	horse	Goat	cow	chicken	Show me the
						sheep
2	Cotton wool	cotton	Cotton	material	hair band	Show me the
			tipped			cotton wool
			applicator			
3	More	Bottle with	Silver	Bottle with	Plastic	Which one has
		onion seeds	spoon	onion seeds	spoon	more?
		- more		- less		
4	Less	Bottle with	Silver	Bottle with	Plastic	Which one has
		onion seeds	spoon	onion seeds	spoon	less?
		- more		- less		
5	Decoration	Bowl with	Square	Square	Small bowl	Which one has
		ridged	container	container	with ridged	decoration?
		edges	with painted	without	edges	
			flowers on	flowers		
			its side	painted on it		
6	Messy	crumpled	painted	torn	serviette	Which one is
		serviette	serviette	serviette		messy?
7	Same	Round	plastic	silver spoon	silver spoon	Which ones
		plastic	spoon			are same?
		spoon				
8	Different	Silver	plastic	silver spoon	silver spoon	Which one is
		spoon	spoon			different?
9	Taste	Apple	Black paint	pen	highlighter	Which one can
						you taste?
10	Yummy	Chocolate	Black paint	garlic	lemon	Which one is
						yummy?
11	Strawberry	Melon	pineapple	watermelon	apple	Show me
				slice		strawberry?

No	Target	Foil 1	Foil 2	Foil 3	Foil 4	Question
12	Empty	Empty jar	Full jar of	¾ jar of	½ jar of	Which one is
		of water	water	water	water	empty?
13	Full	Empty jar	Full jar of	¾ jar of	Marker	Which one is
		of water	water	water		full?
14	Big	Big	Small	medium	medium	Show me the
		polystyrene	polystyrene	polystyrene	polystyrene	big one
		container	container	container	container	
15	Small	Big	Small	medium	medium	Show me the
		polystyrene	polystyrene	polystyrene	polystyrene	small one
		container	container	container	container	
16	Pink	Brown paint	Pink paint	Blue paint	White paint	Show me pink.
17	High	Stack of 7	Stack of 3	medium	small	Which one is
		blocks	blocks	polystyrene	polystyrene	high?
				container	container	
18	Low	Stack of 7	Stack of 3	medium	small	Which one is
		blocks	blocks	polystyrene	polystyrene	low?
				container	container	
19	Soft	Plastic	Canned tin	grinder	Shower cap	Which one is
		container				soft?
20	Hard	shower cap	tissue	Canned tin	Material	Which one is
						hard?
21	Three	3 chocolates	1 chocolate	apple	2 chocolate	Show me three
22	Hot	cereal in a	oats in a	seeds in a	Hot water in	Which one is
		bowl	bowl	bowl	a bowl	hot?
23	Cold	cereal in a	oats in a	seeds in a	Ice in a	Which one is
		bowl	bowl	bowl	bowl	cold?
24	Broken	Small	Big plastic	Round	Broken	Show me
		Plastic	spoon	plastic	plastic	broken
		spoon		spoon	spoon	

#### Appendix 10

#### **Dear Principal**

Re: Request to conduct a study at School

I am currently enrolled for my Ph.D. at the Centre for Augmentative and Alternative Communication at the University of Pretoria. The aim of my study is to implement a language stimulation program to children with little or no functional speech (LNFS) using Picture Communication Symbols. The information obtained will assist us in better understanding the impact of this program on the receptive language abilities of children with LNFS.

The implementation of the program will entail:

- The identification of children that could participate in the program i.e. young children with LNFS and the ability to identify line drawings.
- To obtain parental consent for their child's participation in the program.
- To obtain parent and teachers opinions on the child's ability to understand certain words receptively.
- The assessment of these children in terms of their receptive abilities.
- The implementation of the program for three weeks with two fifteen minute sessions each day.
- The researcher will videotape her sessions with the children for data analysis.
- The teacher and parents will be provided with the progress of the children at the end of the process.

I would like to request permission to conduct the pilot study at	School from
(please see attached letter of consent). I have also inclu	ded a letter of
consent for the parents and a letter of information for the teachers, for	your perusal.

Thanking you in anticipation

Kind Regards Shakila Dada

Telephone: 420 2001 or 420 4729 (work)

Fax: 420 4389

Letter of consent				
I,	principal of	School hereby give / do not		
give consent fo	or Ms. S. Dada to cond	luct her study at the school from the		
	<del></del>			
Signature		Date		

# Centre for Augmentative and Alternative Communication

University of Pretoria Pretoria 0002

De	ear
Re	: Permission for your child to participate in a language program
I a	m currently enrolled for my Ph.D. at the Centre for Augmentative and Alternative Communication at the
Un	niversity of Pretoria. The aim of my study is to implement a language stimulation program to children
wi	th little or no speech using line drawings. The information obtained will assist us in better understanding
the	e impact of this program on the ability of children with LNFS to understand language.
Th	e principal has given consent for the program to be implemented at School. The program will
ent	tail:
•	A hearing screening
•	The assessment of your child in terms of their ability to understand language before and after we
	implement the language program.
•	The implementation of the program for three weeks with one fifteen minute sessions each day. This
	will be scheduled in consultation with the teacher.
•	The sessions will be videotaped in order to analyze the language that I use.
•	At the end of the program I will provide both you and the teacher with a letter detailing the progress
	that your child has made.
— we	would like to request your permission for your child's participation at School from (please complete attached letter of consent). In addition two other days before and after these seks will be scheduled to assess your child's language abilities. Should you consent to your ild's participation, I will send the Parent Checklist for you to complete.
Ple	ease do not hesitate to contact me for further information/clarification.
Th	anking you in anticipation
Ki	nd Regards
Te	akila Dada lephone: (work) lephone: (home)

Letter of consent	
I, , parent of	hereby give / do not
give consent for my child to participa	te in the language stimulation program
to be implemented by Ms. S.Dada at _	School.
Signature	Date
Contact telephone number: ——	

#### Appendix 12

#### Dear

Kindly place a tick 4 (for words that you think your child knows) or a cross 6 (for words that you think your child would not know) under each column.

Thank You for your time Shakila Dada

Symbol	Word	Child would know this picture	Child would know the meaning of the
	plate		
	glue		
	lion		
<b>×</b>	scissors		
	messy		
Æ.	sticky		
అత	Eyes		
	hair		170

Symbol	Word	Identify picture	Identify meaning
AST.	taste		
	yummy		
	bowl		
	pour		
	spoon		
	milk		
	pudding		
	chocolate		

Symbol	Word	Identify picture	Identify meaning
	bed		
X	Baby bear		
Ħ	chair		
	medium		
	Mummy bear		
۵۵۵	big		
	Daddy bear		
. <del>′</del> □□	small		

#### **Teachers checklist**

Thank you for your assistance in th	e implementation of the aided lang	guage stimulation program with
learners from your class. In order to	o obtain a better understanding of	, I require that
you complete the table below.	<u> </u>	-

Kindly place a tick 4 next to each word. You may choose to put the tick under **yes** to indicate that the learner understands the word, **no** to indicate that the learner does not understand the word or **unsure** if you are unsure if the learner understands the word.

Thank you for your time. Regards Shakila Dada

Dear

No.	Word	Yes	No	Unsure
example	delicious		4	0 223 322 0
1.	taste			
2.	yummy			
3.	strawberry			
4.	empty			
5.	full			
6.	big			
7.	small			
8.	pink			
9.	Same			
10.	More			
11.	Decorated			
12.	Less			
13.	Different			
14.	Sheep			
15.	Cotton wool			
16.	messy			
17.	High			
18.	Low			
19.	Soft			
20.	Hard			
21.	Three			
22.	Hot			
23.	Cold			
24.	broken			

Additional Comments:			

		Parent Che	eklist	
Dear				
Thank you understand	for agreeing to your chi	ld's participation in th I require that you to	ne program. In orde complete the table	r to obtain a better below.
child under		indicate that your chil		der <b>yes</b> to indicate that your and the word or <b>unsure</b> if
Thank you : Regards Shakila Dao	for your time. la			
No.	Word	Yes	No	Unsure
example	delicious		4	
1.	taste			
2.	yummy			
3.	strawberry			
4.	empty			
5.	full			
6.	big			
7.	small			
8.	pink			
9.	Same			
10.	More			
11.	Decorated			
12.	Less			
13.	Different			
14.	Sheep			
15.	Cotton wool			
16.	messy			
17.	High			
18.	Low			
19.	Soft			
20.	Hard			
21.	Three			
22.	Hot			
	Cold			
23. 24.	Colu			

				App	pendix	15				
Arts	and crafts a									
	Week	Measures	Same	More	Decorated	Less	Different	Sheep	Cotton wool	messy
	1	Baseline 1								
⋖	1	Baseline 2								
Participant A	1	Baseline 3								
ipa	1	Day 1								
rtic	1	Day 3								
Pa	1	Day 5								
	2	Day 1								
	2	Day 3								
	2	Day 5								
	3	Day 1								
	3	Day3								
	3	Day 5								
Food	preparatio		_		1					
	Week	Measures								
			taste	yummy	strawberry	empty	full	big	small	pink
	1	Baseline 1								
Participant A	1	Baseline 2								
ban	1	Baseline 3								
ici	1	Day 1								
art	1	Day 3								
H	1	Day 5								
	2	Day 1								
	2	Day 3								
	2	Day 5								
	3	Day 1								
	3	Day3								
	3	Day 5								
Story	time activi		1	1	1	1	1	1	1	
	Week	Measures	High	Low	Soft	Hard	Three	Broken	Hot	Cold
	1	Baseline 1								
	1	Baseline 2								
It A	1	Baseline 3								
Participant A	1	Day 1								
ticij	1	Day 3								
Part	1	Day 5								
-	2	Day 1	<u> </u>		<u> </u>					
	2	Day 3		-	<u> </u>	1				
	2	Day 5								
	3	Day 1	<b>_</b>	<u> </u>	<b>_</b>	1	-	<u> </u>		
1	1 1	1 1 1 2 3 7 3	•	1	•	1		1		

#### **Hearing Screening**

Name:				
Date of hearing	screening:			
Examiner:				
A. Otoscopic exa	mination:			
Right ear:				
Left ear:				
B. Impedance me	aaciirac.			
-				
Right Ear:				
Left Ear:				
C. Pure tone Scre	eening at 20d	bHl:		
	1000 HZ	2000 Hz	4000 Hz	
Right ear				
Left ear				
D. Final remarks	s/ recommend	lation		

# Appendix 17

#### **Hearing Screening Results**

Dear	Parent					
	_ will find th	ing to is a rewarding e ed a hearing scr	experience. As par	in the study. I tru t of the pre assess	st that both you and sment for participation	ı in
The res	sults of the he	earing screening	indicated the foll	owing:		
	-	<b>nination</b> : An oto brane (eardrum)	•	o view the ear car	nal including the	
			e (eardrum) was v (eardrum) was vis			
_		• •	ometry was condu n as well as midd	•	des information on the	
function  Left Ea  function	ning.  ar: A type A ning.	tympanogram (1	normal) was obtai	ained indicating r	normal middle ear ormal middle ear	
C. Pu	re tone Scre	ening at 20dbH	ш *;			
		500 Hz	1000 HZ	2000 Hz	4000 Hz	
Right e	ear dbHl	20	20	20	20	
Left ea	r dbHl	20	20	20	20	
In view screening Should Kind R	of all the resings are reconyou have anyou have anyou egards	nmended on an	_ passed the heari annual basis.		cating normal hearing tate to contact me.	. Hearing
Shakila	a Dada					

Cell:

#### Appendix 18

#### **Dear Principal**

Re: Request to conduct a study at School

I am currently enrolled for my Ph.D. at the Centre for Augmentative and Alternative Communication at the University of Pretoria. The aim of my study is to implement a language stimulation program to children with little or no functional speech (LNFS) using Picture Communication Symbols. The information obtained will assist us in better understanding the impact of this program on the receptive language abilities of children with LNFS.

The implementation of the program will entail:

- The identification of children that could participate in the program i.e. young children with LNFS and the ability to identify line drawings.
- To obtain parental consent for their child's participation in the program.
- To obtain parent and teachers opinions on the child's ability to understand certain words receptively.
- The assessment of these children in terms of their receptive abilities.
- The implementation of the program for three weeks with two fifteen minute sessions each day.
- The researcher will videotape her sessions with the children for data analysis.
- The teacher and parents will be provided with the progress of the children at the end of the process.

I would like to request permission to conduct the study at	School from	_
(please see attached letter of consent). I have also included	a letter of consent for	or
the parents and a letter of information for the teachers, for your pe	erusal.	

Thanking you in anticipation

Kind Regards Shakila Dada

Telephone: 420 2001 or 420 4729 (work)

Fax: 420 4389

Letter of conse	ent	
I,	principal of	School hereby give / do not give
consent for Ms.	S. Dada to conduct	her study at the school from the
	. <u></u>	
Signature		Date

Dear

# Centre for Augmentative and Alternative Communication University of Pretoria Pretoria

Re: Permission for your child to participate in a language program
I am currently enrolled for my Ph.D. at the Centre for Augmentative and Alternative Communication at the
University of Pretoria. The aim of my study is to implement a language stimulation program to children with little
or no speech using line drawings. The information obtained will assist us in better understanding the impact of this
program on the ability of children with LNFS to understand language.
The principal has given consent for the program to be implemented at School. The program will entail:
A hearing screening
• The assessment of your child in terms of their ability to understand language before and after we implement
the language program.
• The implementation of the program for three weeks with one fifteen minute sessions each day. This will be
scheduled in consultation with the teacher.
<ul> <li>The sessions will be videotaped in order to analyze the language that I use.</li> </ul>
• At the end of the program I will provide both you and the teacher with a letter detailing the progress that your
child has made.
I would like to request your permission for your child's participation at School from – (please complete attached letter of consent). In addition two other days before and after these weeks will be scheduled to assess your child's language abilities. Should you consent to your child's participation, I will send the Parent Checklist for you to complete.
Please do not hesitate to contact me for further information/clarification.
Thanking you in anticipation
Kind Regards
Shakila Dada
Telephone: (work)
Telephone: (home)

Letter of consent	
I, , parent of	hereby give / do not give
consent for my child to participat	e in the language stimulation program to be
implemented by Ms. S.Dada at	School.
Signature	Date
Contact telephone number: —	

#### **Dear Teacher**

Re: Information regarding child in your class

# Centre for Augmentative and Alternative Communication

University of Pretoria Pretoria

I am currently enrolled for my Ph.D. at the Centre for Augmentative and Alternative Communication at the University of Pretoria. The aim of my study is to implement a language stimulation program to children with little or no functional speech (LNFS) using Picture Communication Symbols. The information obtained will assist us in better understanding the impact of this program on the receptive language abilities of children with LNFS.

The implementation of the program will entail:

- To obtain parent and teachers opinions on the child's ability to understand certain words receptively.
- The assessment of these children in terms of their receptive abilities.
- The implementation of the program for three weeks with two fifteen minute sessions each day.
- The researcher will videotape her sessions with the children for data analysis.
- The teacher and parents will be provided with the progress of the children at the end of the process.

Both the principal and the parents of	
Please do not hesitate to contact me for further information	or clarification.
Thanking you in anticipation	
Kind Regards	
Shakila Dada	

Telephone: 420 2001 or 420 4729 (work) Fax: 420 4389

# FEEDBACK

Leaners na	ime:	Month of assessment:
Dear		
		participation in the study. As part of the study, a language assessment was ing this brief assessment, revealed the following:
This test invo	lved providing	ASSESSMENT If the child with instruction to show various objects, or to manipulate these object be box. This test provides information on the childs' understanding of language
indicates that	she is able t	vealed that she obtained a raw score of on the receptive language scale. This o understand simple instructions but has more difficulty with more complex colors and two part utterances.
	esses the child	OCABUARLY TEST ds' understanding of words. The child is shown a page with four pictures and is e.
Here,b	otained a high	est score (ceiling level) of approximately a year old.
d). Identificat	s the hearing tion of line d red/20 o	rawings.  n the task of identifying line drawings.
		the three week aided language stimulation program
Week	Targets	Concepts learned
Week 1	8/8	Same, more, different, less, decorated, sheep, cotton wool, messy
Week 2	8/8	Taste, yummy, strawberry, empty, full chocolate, big, small, pink
Week 3 The results in encouraging.	7/8 ndicated that	High, low, soft, hot, colds, broken acquired the concepts easily during this program. These results are
		ings were based on brief and short interactions with Please do not hesitate information/clarification.
Kind Regards Shakila Dada Tel:		earing therapist)

#### Transcript of Arts and Crafts activity – Session 1

	1	2	3	4	5	6	7
Look everybody			П				
Look			П				
look what we going to make today							
do you know what we are going to make?			П				
look we going to make a picture							
a picture of what		П	П				
a picture of a sheep		П	П				
theres the sheep			П		П		1 =
we going to make a picture of a sheep			П		П		1 =
whos going to help me?							
everybody is going to help me to make a picture of the sheep			П				
yes, yes I am very excited		П	П		П		1 -
now look			П				
what do I need		П	П		П		1 -
what do I need to get to make the picture of the sheep		Н	Н		Н		1 —
I need to get the picture of the sheep			H		H	-	1 —
here is the picture of the sheep			H		H	-	1 —
we going to make one that is just like this							
ok we going to make on that is same same like this			H		H	-	1 —
we going to make the same picture of the sheep			H		H	-	1 —
I got this picture and look I got another picture		Н	Н		$\vdash$	-	-
This picture, this picture is different			H		H	-	1 —
can you see		Н	Н	Н	Н	$\vdash$	1 —
This picture is different		Н	Н	Н	Н	$\vdash$	1 —
can you see		Н	Н	Н	Н	$\vdash$	1 —
these two are different pictures		$\Box$	Н	Н	Н	$\vdash$	1 -
look		Н	Н		$\vdash$	-	-
no, no, no		Н	Н	Н	Н	$\vdash$	1 —
no,no,no		Н	Н	Н	Н	$\vdash$	1 —
you need to listen		$\vdash$	Н	$\vdash$	Н	$\vdash$	-
you need to look and you need to listen		Н	Н	Н	Н	$\vdash$	1 —
no, no being naughty		Н	Н	$\vdash$	H	-	<del> </del> —
no		$\vdash$	Н	$\vdash$	Н	$\vdash$	-
naughty							
ok look we have got our two pictures of the sheep							
which one are we going to make		Н	Н		Н		1 —
which one are we going to make		П	П		П		1 -
are we going to make one like this one or one like this one		Н	Н		Н		1 —
B says like this one	H	H	Н	H	H		1 🗇
you want to make one that is decorated	$\Box$	H	H	H	$\vdash$		1 =
You want all this nice nice decorations	H	H	Н	H	H	$\vdash$	▎╡
ok we going to have a beautiful picture	H	H	Н	H	H		1 -
a decorated picture of the sheep	Н	H	Н	H	H	$\vdash$	1 —

we want to make one same like this; same ok we ready, we ready first look what do we need to get? what do we need to get? theres our sheep, we need to get paper Theres our sheep, we need to get paper Theres our sheep everybody sees the sheep everybody sees the sheep Now what do we need to get what do I need to put on the sheep what do I need to put on the sheep what do I need to put on the sheep I need to put on some glue now, no, no, no, no naughty look we going to put some glue who's going to try the glue you're going to put the glue but on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on the glue put it put on put on careful, careful u don't make a mess careful put it non, put n, out on some gue glue glue put it put on put on careful, careful u don't make a mess careful put it, put it, put it put it, put it, put it put it, put it put it, put it, put it put it, put it put it, put it put it, put it put it, put on some glue now what now we need to put on some what do we need to do?  we need to put on some what dow eneed to do?  we need to put on some cotton wool what so going to put on some cotton wool whas going to put on some cotton wool whes going to put on some cotton wool whas going to put on some cotton wool whos going to put on some cotton woo							
we ready, we ready first look what do we need to get? what do we need to get? theres our sheep, we need to get paper Theres our sheep there is the sheep everybody sees the sheep Now what do we need to get what do I need to put on the sheep what do I need to put on the sheep what do I need to put on it I need to put on some glue no,no, no don't trouble B no,no,no,no,no,no,no naughty look we going to put some glue who's going to try the glue you're going to put on the glue put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it it put in, put n, out on some glue nou fit, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some what do we need to do? we need to put on some what what do you call that some cotton wool hey we need to put on some what what do you call that some cotton wool here is our cotton wool whos going to put on some cotton wool	we want to make one same like this, same						
first look what do we need to get? what do we need to get? what do we need to get paper Theres our sheep, we need to get paper Theres our sheep there is the sheep everybody sees the sheep Now what do we need to get what do I need to put on the sheep what do I need to put on the sheep I need to put on what does he put on it I need to put on some glue no,no, no don't trouble B no,no,no,no,no naughty look we going to put some glue who's going to try the glue you're going to put on the glue put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful ud on't make a mess careful put it, put it, put it, put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some what dow eneed to do? we need to put on some, some what dow eneed to put on some what dow eneed to pot on some what dow eneed to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on some, some what what do you call that some cotton wool hey we need to put on some cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	ok	П					
what do we need to get? theres our sheep, we need to get paper Theres our sheep there is the sheep everybody sees the sheep Now what do we need to get what do I need to put on the sheep What do I need to put on the sheep I need to put on some glue no,no,no don't trouble B no,no,no,no,no,no naughty look we going to put some glue who's going to try the glue you're going to put on the glue you're going to put on the glue you're going to put the glue here, here on the picture put no the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue now what now we need to put on some what dow eneed to do? we need to put on some, some what what do you call that some cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	we ready, we ready	П					
theres our sheep, we need to get paper Theres our sheep there is the sheep everybody sees the sheep Now what do we need to get what do I need to put on the sheep what do I need to put on the sheep I need to put on some glue no,no, no don't trouble B no,no,no,no no aughty look we going to put some glue who's going to put some glue you're going to put on the glue put it put on, put n, out on some gue glue glue put it put on, put n, out on some gue glue put it put on, put n, out on some gue glue put it put on, put n, out on some gue glue put it put on put on Careful, careful u don't make a mess careful put it, put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some what do we need to put on some what do we need to do? we need to put on some what do we need to do? we need to put on some what do we need to do? we need to put on some what do we need to do? we need to put on some what what do you call that some cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	first look what do we need to get?	П					
Theres our sheep there is the sheep everybody sees the sheep everybody sees the sheep everybody sees the sheep what do I need to put on the sheep what do I need to put on the sheep I need to put on the sheep I need to put on the sheep I need to put on what does he put on it I need to put on some glue no,no, no don't trouble B no,no,no,no,no naughty look we going to put some glue who's going to try the glue you're going to put on the glue put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it put it, put on some glue now what now we need to put on some what do we need to do?  we need to put on some what do we need to do?  we need to put on some, some what do we need to do?  we need to put on some, some what do we need to do?  we need to put on some, some what what do you call that some cotton wool here is our cotton wool everybody wants to take turns	what do we need to get?	П	H	П	П	П	
there is the sheep everybody sees the sheep Now what do we need to get what do I need to put on the sheep what do I need to put on the sheep I need to put on it I need to put on some glue no,no, no don't trouble B no,no,no,no,no naughty look we going to put some glue who's going to put some glue you're going to put on the glue you're going to put on the glue put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it, put it, put it, put it, put it, put it put it, put it, put it put it, put good for you right great job sharp you were very careful, you did not make a mess we finished put on some what what do you call that some cotton wool what some cotton wool whos going to put on some cotton wool everybody wants to take turns	theres our sheep, we need to get paper	П	П	П	П	П	
everybody sees the sheep  Now what do we need to get what do I need to put on the sheep what do I need to put on the sheep what do I need to put on it I need to put on it I need to put on some glue no,no, no don't trouble B no,no,no,no,no naughty look we going to put some glue who's going to put some glue you're going to put on the glue put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put no Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it put it, put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on some what dow e need to do? we need to put on some what dow e need to do? we need to put on some what what do you call that some cotton wool here some cotton wool here is our cotton wool here is our cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	Theres our sheep	П					
Now what do we need to get what do I need to put on the sheep what do I need to put on the sheep I need to put on it I need to put on some glue no,no,no don't trouble B no,no,no,no no don't trouble B no,no,no,no no alon't trouble B no,no,no,no no going to put some glue who's going to put some glue you're going to put on the glue you're going to put on the glue you're going to put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it now were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do?  we need to put on some, some what what do you call that some cotton wool here is our cotton wool hery we need to put on some cotton wool here so our cotton wool here so our cotton wool here so our cotton wool here wereybody wants to take turns	there is the sheep	П	П	П	П	П	
what do I need to put on the sheep what do I need to put on the sheep I need to put on what does he put on it I need to put on some glue no,no, no don't trouble B no,no,no,non naughty look we going to put some glue who's going to put some glue you're going to put on the glue put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some what do we need to but on some what do we need to do? we need to put on some what what do you call that some cotton wool here is our cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	everybody sees the sheep	П					
what do I need to put on the sheep I need to put on what does he put on it I need to put on some glue no,no,no don't trouble B no,no,no,no,no naughty look we going to put some glue who's going to put on the glue you're going to put on the glue put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on some cotton wool everybody wants to take turns	Now what do we need to get	П	П	П	П	П	
I need to put on what does he put on it I need to put on some glue no,no, no don't trouble B no,no,no,no,no naughty look we going to put some glue who's going to try the glue you're going to put on the glue put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it only inside here let me help you put it, put it, put it put it, god for you right great job sharp you were very careful, you did not make a mess we finishh et finish put on some what do we need to put on some what do we need to do? we need to put on some what what do you call that some cotton wool here is our cotton wool here is our cotton wool everybody wants to take turns	what do I need to put on the sheep	П					
what does he put on it I need to put on some glue no,no, no don't trouble B no,no,no,no no aughty look we going to put some glue who's going to try the glue put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it put in, put it, put in you were very careful, you did not make a mess we finished put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on some cotton wool everybody wants to take turns	what do I need to put on the sheep	П					
I need to put on some glue no,no, no don't trouble B no,no,no,no,no naughty look we going to put some glue who's going to put some glue you're going to put on the glue put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on some cotton wool here is our cotton wool everybody wants to take turns	I need to put on	П					
no,no, no don't trouble B no,no,no,no,no naughty look we going to put some glue who's going to put on the glue you're going to put on the glue put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it in put it, sood for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to but on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on the cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	what does he put on it	П	П	П	П		
don't trouble B no,no,no,no,no naughty look we going to put some glue who's going to try the glue you're going to put on the glue put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on some cotton wool here is our cotton wool everybody wants to take turns	I need to put on some glue	П					
no,no,no,no,no naughty look we going to put some glue who's going to try the glue you're going to put on the glue put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on some cotton wool everybody wants to take turns	no,no, no	П		П		П	
look we going to put some glue who's going to try the glue you're going to put on the glue put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on some cotton wool everybody wants to take turns	don't trouble B	П	П	П	П	П	
who's going to try the glue you're going to put on the glue put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it put it, god for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on some cotton wool here is our cotton wool everybody wants to take turns	no,no,no,no naughty	П		П		П	
you're going to put on the glue put on the glue See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what do you call that some cotton wool hey we need to put on some cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	look we going to put some glue	П	П	П	П	П	
put on the glue  See he says B says let me  You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on  Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it, put it, put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on some cotton wool here is our cotton wool everybody wants to take turns	who's going to try the glue	П	П	П	П	П	
See he says B says let me You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some what do you call that some cotton wool hey we need to put on some cotton wool here is our cotton wool everybody wants to take turns	you're going to put on the glue	П	П	П	П	П	
You going to put the glue here, here on the picture put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on some cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	put on the glue	П	П	П	П	П	
put the glue on lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it, put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on some cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	See he says B says let me	П	П	П		П	
lets sing for him put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on the cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	You going to put the glue here, here on the picture	П		П		П	
put it put on, put n, out on some gue glue glue put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on the cotton wool here is our cotton wool everybody wants to take turns	put the glue on						
put it put on put on Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it, put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on some cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	lets sing for him	П		П		П	
Careful, careful u don't make a mess careful put it only inside here let me help you put it, put it, put it, put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on some cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	put it put on, put n, out on some gue glue glue						
put it only inside here let me help you put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on some cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	put it put on put on	П	П	П	П		
let me help you put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on the cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	Careful, careful u don't make a mess careful						
put it, put it, put it put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on the cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	put it only inside here						
put it, good for you right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on the cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	let me help you						
right great job sharp you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on the cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	put it, put it, put it						
you were very careful, you did not make a mess we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on the cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	put it, good for you						
we finished put on the glue we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on the cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	right great job sharp	П	П	П	П		
we finish, we finish put on some glue now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on the cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	you were very careful, you did not make a mess						
now what now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on the cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	we finished put on the glue						
now we need to put on some what do we need to do? we need to put on some, some what what do you call that some cotton wool hey we need to put on the cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	we finish, we finish put on some glue						
what do we need to do?  we need to put on some, some  what what do you call that  some cotton wool hey  we need to put on the cotton wool here is our cotton wool  whos going to put on some cotton wool everybody wants to take turns	now what						
we need to put on some, some what what do you call that some cotton wool hey we need to put on the cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns							
what what do you call that some cotton wool hey we need to put on the cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	what do we need to do?						
some cotton wool hey we need to put on the cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	we need to put on some, some						
we need to put on the cotton wool here is our cotton wool whos going to put on some cotton wool everybody wants to take turns					Ш		
here is our cotton wool whos going to put on some cotton wool everybody wants to take turns	some cotton wool hey						
whos going to put on some cotton wool everybody wants to take turns	we need to put on the cotton wool						
everybody wants to take turns	here is our cotton wool						
S says let me							
	S says let me				Ш		

P says let me let me put on cotton wool	П				П		$\neg$
ooh everobody says let me	H		Н	$\mathbf{H}$	H		_
I think we going to have to take turns	H	$\vdash$	Н	$\mathbf{H}$	Н	Н	_
	Н	$\vdash$	Н	Н	Н	$\vdash$	_
lets put some for B		Ш	Ш	Ш	Ш		
put on, put on cotton wool		Ш	Ш	Ш	Ш	Ш	
put on, put on,	Ш						
careful							
no no no					П		
A		Ш			Ш		
What about A's turn?							
A's going to put on, put on put on not on there					П		
put on put on put the cotton wool here							_
well done		П	Н	П	Н		
yes	H		H	H	H	-	_
good	Н	$\vdash$	$\vdash$	Н	Н	-	-
going							
B your turn	Н	H	Н	Н	Н	H	
•		$\vdash$	Н	Н	Н		_
Put on, put on cottton wool	Ш	Щ	Ш	Ш	Ш		
well done, I think we going to make a lovely picture hey'and there	we are						
put on put on cotton wool	Ш	Ш	Ш	Ш	Ш		
careful you don't make a mess		Ш			Ш		
careful							
very nice, very nice					П		
you can take a turn		П			П		
P turn			Н	H	H		_
P, lets sing for P			Н	H	H		_
Put on, put on cottton wool, yeah	Н	H	Н	Н	Н	H	
and last S turn	$\vdash$	Н	Н	Н	Н	Н	_
	Н	$\vdash$	Н	Н	Н	$\vdash$	_
Put it on the picture		Ш	Ш	Ш	Ш		_
put it on the picture		Ш	Ш	Ш	Ш		
Careful that you don't make a mess	Ш	Ш	Ш	Ш	Ш		
Careful that you don't make a mess	Ш						
very nice, very nice							
im gonna put on put on the cotton wool on the rest					П		
so now, I got the cotton wool and I put it on					П		
I put on the connton wool in the sheep			П				
put it in the sheep hey		$\Box$		H	$\Box$		
so that's very nice		H	Н	Н	H	Н	_
Now whats left to be done, to be done	Н	H	Н	Н	Н	H	
we need to so something else	Н	$\vdash$	Н	H	Н	-	_
-			Н	Н	Н	-	_
what do wee need to do?	Ш	Ш	Ш	Н	Н		_
What do I need to get	Ш	Ш	Ш	Ш	Ш		
We need to get the decorations	Ш	Ш	Ш	Ш	Ш	Ш	
wheres the decorations	Ш	Ш	Ш	Ш			
wheres the decorations							
Let me get the decorations						П	
wheres the decorations	П		П		П	П	
first what do we need to put on here?	$\Box$	$\square$	$\square$	П	П	П	$\neg$
more	$\Box$	$\square$	$\square$	$\Box$	Н	H	$\neg$
	ш	ш	ш	Ш	ш	ш	

do we need to put on more cotton wool?							
do we need more cotton	П	П					1 —
ok lets put on more cotton wool	П	H					
who's going to put	Н	Н	$\vdash$				-
youre going to put	Н	Н	$\vdash$			-	_
because see this sheep has less cotton wool than this one	Н	Н	$\vdash$	Н		-	_
•	Н	Н	$\vdash$	$\vdash$		-	-
Ja, now look this how they are the same, same same	Ш	Ш	Ш			_	
no,no,no							
A	Н	Н	Н			$\vdash$	_
no,no,no, sit down sit nicely, no,no,no, no,no,no	Ш	Н	Ш			_	_
uh oh, uh oh you to are fighting uh oh, uh oh, uhoh	Ш	Ш					
no fighting, no fighting allowed	Ш	Ш	Ш				
now lets see what we have to do							
look at these two							
pictures are the same							
look these	П						
I think it needs more, more cotton wool	П	П					1 —
now we want to make this picture of ours same like this picture	H	H		H			
same as this picture	Н	$\Box$	H	Н		$\vdash$	_
we need to decorate it	Н	Н		Н		-	
whos going to help me to decorate it?	Н	Н	$\vdash$	Н		-	_
everbody says let me decorate, every body wants to	Н	Н	$\vdash$	Н		-	_
let me decorate	Н	Н		Н		-	
	Н	Н	Н	Н		-	_
lets see what do I need to get	Ш	Ш		Ш		<u> </u>	l —
I need to get our decorating pens	Ш	Ш	Н	Ш		<u> </u>	
our decorating pens							
Everyone's gonna have a go to decorate	Ш	Ш	Ш	Ш			ll
we going to put a little bit of decorations our picture	Ш	Ш	Ш	Ш			
Everybody's ready	Ш						
we going to decorate our picture	Ш	Ш					
how are we going to decorate our picture							
lets put the decorations on our picture	П						
slowly							
2,3,4,5 there	П						
I had my turn		П					
Whos gonna have their turn next	Н	Н	$\vdash$	H		$\vdash$	1 —
lets go with P	Н	H		Н			
come on put on some decorations	H	H		H		-	
come P put on some decorations	Н	H	$\vdash$	Н		$\vdash$	-
put on, put on some decorations	Н	H	$\vdash$	Н		$\vdash$	-
look, look how good she's doing	Н	Н	$\vdash$	Н		-	_
	Н	Н	Н	Н		-	
look how shes doing it	Н	Н		Н		-	
ok there we go	Н	Н	Н	Н		-	_
very nice	Ш	Ш	Ш	Щ	Ш	$\perp$	_
A is telling me I want a turn	Ш	Ш	Ш	Щ	Ш	$\vdash$	_
everybody says let me I want a turn	Ш	Ш	Ш	Ш	Ш	$\perp$	
Come A put on, put on the decorations	Ш	Ш					
on,on,on	Ш	Ш	Ш		Ш	L	
not on the cotton wool							

not on the cotton wool							
]let me help you					1 [		
helping, helping					1 [		
let me help you				1	1		
this one does not work	П	Н		1	1	1	_
uh oh, uh oh	П	Н	1	1	1		
doesn't want to work	П	Н		1	1		
lets try another one	П	Н		1	1	1	_
lets try this one	П	Н		1	1		
help me, help me help me, help me help me					1		
right whos next?					1 [		
you need to sit you need to sit now					1 [		
P says let me let me help let me help					1 [		
no,no,no, no A					1 [		
put on put on					1 [		
careful that you don't put it on the cotton wool					1 [		
we want it to be the same					1 [		
same picture, same picture					1 [		
we want to make it same like this one					1 [		
very nice					1 [		
thank you P					1 [		
Next we got B, I think					1 [		
quickly					1		
no,no,no, no A					1 [		
careful, careful you don't make a mess careful							
P turn					1 [		
Come P put on, put on put on					1 [		
let me help you					1 [		
Uh very nice yeah					1 [		
Come B turn					1 [		
put on, put on					1 [		
careful careful uh oh uh oh making a mess					1 [		
messy , mess					1 [		
look at that mess mess		П			1 [		
no,no.no fighting					] [		
Are the pictures the same, are the two pictures the same							
and what about these two pictures							
are these the same							
no,no,no these pictures							
are different.					] [		
We made a beautiful picture of the sheep					] [		
picture of the sheep					] [		
are we finished?		П			] [		
finished making our picture							

### Appendix 23 Transcript of Food Preparation activity

1 2 3 4	5	6	7
look			
Look, look what we going to make today look			
You			
read,P	Щ	Ш	
look what we going to make	. 🔲	Ш	
we going to make something that's	.		
it's going to be tasty			
look its going to be tasty			
tm tm we going to taste it			
and we going to taste it			
look			
and you know what else it's going to be	.		
it's going to be yummy		П	
it's going to be yummy, yummy yummu	П	П	
we going to eat it	П		
we going to taste it and it's going to be yummy	П	П	
and you know what else it's going to be	П	П	
who can tell me		П	
it's going to be Pink, like Pinky		П	
it's going to be pink in color its going to be pink	П		
look we going to get something that's tasty	. Н	П	_
that's yummy, that's pink	П		
you ready to make it	П		
than after that way to taste it and be nice and full	. Н	П	_
what do I need to get to make this yummy, tasty thing			
what do I need to get	. Н	П	_
sit down sit down		П	_
no, no, no everybody needs to sit down		П	_
look we going to make pudding, pink, yummy, tasty pudding	. Н	П	_
I can't wait	. Н	H	
Look with flavor we going to make	. Н	П	_
strawberry flavored yes strawberry flavored	. Н	П	_
pink, strawberry, yummy tasty			
ooh I can't wait	. Н	П	_
can you wait	. Н	H	
you can wait	. Н	H	
ok lets wait	. H	H	_
no, we can't wait	. Н	Н	_
Yes we want to make it and taste it, taste it, taste it	. Н	H	
b just wants to taste it taste it taste it	. H	Н	_
what do I need to make this yummy pudding	,		
I need to get my bowls first	. Н	H	_
there is my bowl, I got a small bowl and the big bowl	. Н	H	_
you looking	. Н	H	_

heres my small bowl	П		П	П			
its small small small bowl	П			П			
see this small bowl its small, small	H		$\Box$	$\Box$	$\Box$		_
here's the big bowl is a big bowl	H	Н	Н	Н	Н	Н	_
I've got a big bowl	H	Н	Н	Н	Н	Н	-
	Н	$\vdash$	Н	Н	Н	Н	_
which bowl should I get	Ш	Ш	Н	Н	Ш	Ш	_
should I get the big bowl or should I get this small bowl	Ш	Ш	Ш	Ш	Ш		
we get into big bowl yes lets get the big bowl	Ш		Ш	Ш	Ш	Ш	
what else to a need to get							
I need to get milk, milk, milk'							
everybody sayslets may help, but I haven't asked for help		П					
theres the bowl, there is the milk	H	H	Н	Н	$\Box$		
what else to widely to get	H	Н	Н	Н	Н	Н	_
I need to get my pudding	Н	$\vdash$	$\mathbf{H}$	Н	$\vdash$	$\vdash$	-
	H	$\vdash$	Н	Н	Н	Н	-
here's my pudding and then ive got my spoons	Н	$\vdash$	Н	Н	Н	Н	_
I need to get my spoons	Ш	Ш	Ш	Ш	Ш	Ш	
here's my spoons, but I have two spoons		Ш	Ш	Ш	Ш		_
a big spoonand the small spoon					Ш		
which one are we going to use							
the big one, everyone says we must use the big spoon							
now lets get the big spoon							
now let's see							
im sad very sad							
why am I feeling so sad							
because whats in my bowl whats in there							
nothing my bowl is empty	Н	П	Н	H	П	Н	
0 my bowling is empty, I'm very sad because my bowl is empty	Н	П	Н	H	П	Н	
I need to put something inside	$\Box$	H	Н	H	Н	H	_
I need to put something in	$\Box$	H	Н	H	Н	Н	_
I need to make it full full full	H	$\vdash$	Н	H	Н	Н	-
what can I put in to make it ful	$\mathbf{H}$	Н	Н	H	Н	$\vdash$	-
look, look its empty, now I want to make it full	$\vdash$	$\vdash$	Н		$\vdash$	$\vdash$	_
• •	Н	$\vdash$	Н	Н	Н	$\vdash$	_
B says let me help	Ш	Ш	Н	Н	Ш	$\vdash$	_
what am I going to put in	Ш	Ш	Н	Н	Ш	Ш	_
pudding	Ш	Ш	Н	Н	Ш	$\vdash$	_
look here its full, let's put it in		Ш	Ш	Ш			
careful careful you don't make a mess	Ш	Ш	Ш	Ш	Ш	Ш	
open it open open here			Ш		Ш	Ш	
careful you don't make a mess		Ш			Ш		
open, open, open, open up the pudding							
you opened it					П		
now put it in					П		
put in put in	П						
careful careful now look at this its empty	H	H	П	П	П	H	
its empty now, its empty empty empty	H	H	П		П	H	
my bowl is getting full	H	H	H	H	H	H	$\dashv$
now who else is going to help me	H	H	H	H	H	H	=
everybody says let me	H	H	H	H	H	H	$\dashv$
	Ш	Ш	ш	ш	ш	ш	

sit down		П					
everybody will get a chance		П	П				
everybody will get a chance		П	П		П		
look my milk is full, full	Н	П	П	H	П		$\neg$
who is going to put it in		H	H	H	H		-
ok lets give p the chance	Н	П	П	H	П		$\neg$
P put it in	Н	П	П	H	П		$\neg$
slowly pour it in		H	H		H		_
In in	Н	П	П	H	П		$\neg$
look its empty, empty, empty		H	H		H		_
now we need to stir it	H	Н	Н	H	Н		
B stir it, B turn to stir stir come b we stir	H	Н	Н	H	Н		
stir it, stir it, stir it, stir it	H	Н	Н	H	Н		
stir it, stir it, stir it, stir it	$\Box$	H	H	H	H		_
stir it, stir it, stir it, stir it	H	Н	Н	H	Н		
she is stirring in the bowl	Н	П	Н	H	Н		$\neg$
now B give P a chance		H	H	H	H		_
stir it, stir it, stir it, stir it	Н	П	П	H	П		$\neg$
it looks pink		H	H		H		_
P is stirring the pink pudding look at this P		H	H		H		_
it's nice		H	H		H		_
B turned to stir it	H	H	H		H		
stir it, stir it, stir it	H	Н	Н	Н	Н		$\dashv$
yes, its pink	H	H	H		H		
like you pink like Pinky							
stir it or it will get lumpy		H	H	H	H		_
stir it stir it stir it	Н	П			П		$\neg$
stir the pink pudding, we want to taste it	Н	П	Н	H	Н		$\neg$
give P the turn	Н	П			П		$\neg$
stir ir stir it	Н	П			П		$\neg$
stir it nicely, I wanted to taste it	Н	П			П		$\neg$
stir nice;y stir nicely	H	Н	Н	H	Н		
carefully don't make a mess		П					
last S turn		П	П				
stir it, stir it		П	П				
stir it, stir it, stir it, stir it	П	П					
stir up the pink pudding		П	П		П		
B says let me taste let me taste let me taste		П	П		П		
it tastes nice it tastes yummy		П	П		П		
it tastes nice	П	П					
I want more more		П	П		П		
stir it, stir it							
looked at that everybody		П	П		П		
its lovely and pink		П	П		П		
we want to taste it		П					
everybody's bowl	П	П	П		П	П	
these bowls are small these bowls are small		П	П		П		
you want a bowl		П			П		

heres a bowl for you							
ooh its stuck		П		П	П	П	
there is one for you, and for you,		П	П	П	П	П	
and one for B and P		П	Н	Н	Н	П	$\neg$
everybody has a bowl		Н	Н	Н	Н	Н	-
look now I want to put in some pudding		H		H	H	H	-
I want to put in some pink pudding		H	H	H	H	H	-
careful or we'll make an accident		H		$\mathbf{H}$	H	$\vdash$	-
we must mix it up I am stirring for the last time		H		H	H	Н	-
Pink got pink pudding		H	Н	Н	Н	Н	_
pink pudding for you		H	$\vdash$	Н	H	H	-
pink pudding for you		Н	Н	Н	Н	Н	-
whose tasting it		Н		Н	Н	Н	-
needs spoons first		Н	Н	Н	Н	Н	_
these are the small spoons, they're small, yeah ther're small		H	Н	Н	Н	Н	_
there we are		Н	Н	Н	Н	Н	_
		Н	Н	Н	Н	Н	_
taste it		$\blacksquare$	Н	Н	Н	Н	_
is the pink pudding yummy		Ш	Ш	Ш	Н	Ш	_
is the pink pudding yummy is		Ш	Ш	Ш	Н	Ш	_
is it yummy		Ш	Ш	Н	Ш	Ы	_
yes		Ш	Ш	Ш	Ш	Ш	_
is the pink pudding yummy		Ш	Ш	Ш	Ш	Ш	
yummy, I yummy very nice		Ш		Ш	Ш		
look @ B he's tasting it							
its yummy not to sweet		Ш	Ш	Ш	Ш	Ш	
P says yummy pudding I like the taste of this		Ш		Ш	Ш	Ш	
your bowls are full			Ш	Ш	Ш	Ш	
whose bowl is starting to get empty							
taste it everybody still taste it out of the small bowl							
I think I am going to eat out the big bowl with the big spoon							
no. no							
you all got small bowls							
ill eat out of the big bowl lets put it down				П			
oh P bowl is empty, thank you							
you want more P							
you want more pudding				П			
you want more pink stuff		П		П	П	П	
your bowll is also empty							
your bowl is also empty		H		П	П		
you also want more		П		П	П	П	
you also want more		H		H	H	H	-
you can't have more you get sick		Н		H	Н		-
careful careful careful		Н	Н	Н	Н	Н	-
taste it, taste it, yummy	H	H	H	H	H	H	$\dashv$
it tastes yummy	H	H	H	H	H	H	$\dashv$
everybody's bowls are empty	$\vdash$	H	H	H	H	Н	$\dashv$
no no you'll get sick if you have more'	$\vdash$	H	H	H	H	H	-
no more, we finished	$\vdash$	H	H	H	H	H	$\dashv$
no more, no mnoned		Ш	Ш	Ш	Ш	Ш	

its to sweet to have more		1			1 🗆
tomorrow we have more pink yummy pudding					
finished your bowl is empty,					
You're finished					
you also finished					
Empty your bowl is empty					
with your hands, S		1			
P is finished					
P bowl is empty					
we					
finished					

### Appendix 24 Transcript of story activity

	1	2	3	4	5	6	7
look, look what we doing today		П		П			
we going to read a story yes	П	П	П	П			
you ready				П	П		
way going to read the story about				П			-
Golldilocks and	П	П	П	П			
Goldilocks and the three bears	П	П		П			
ok three bears		П	П	П			
there the daddy bear, the mummy bear and the baby bear	Ħ	П	П	П	H		_
look		П	П	П			
three bears							
look lets see	П	П	Н	П	H		_
once upon a time they were three bears		П	П	П			
1,2,3 3 bears		П	Н	Н	H		_
and the three bears lived in the house		Н	Н	Н	H		
and one-day there was a father bear, a mummy bear and a baby		Н	Н	Н	H		
bear		Н	H	Н	H		
can you see the three bears	$\vdash$	Н	H	Н	$\vdash$	Н	
so what happened	H	Н	H	Н	H	H	_
mummy bear she made some porridge	H	Н	H	Н	Н	$\vdash$	
she made porridge for everybody	H	Н	H	Н	Н	$\vdash$	
she was cooking it	$\vdash$	Н	H	Н	$\vdash$	Н	
you looking	Н	Н	Н	Н	Н	Н	_
that you know what	Н	Н	Н	Н	Н	Н	_
the porridge was too hot	Н	Н	Н	Н	Н	Н	_
it was burning	Н	Н	Н	Н	Н	Н	_
it was to hot it was hot	$\vdash$	Н	H	Н	Н	$\vdash$	
they said they couldn't eat it now	Н	Н	Н	Н	Н	$\vdash$	_
they can't eat it	Н	Н	Н	Н	Н	$\vdash$	
•	H	Н	Н	Н	Н	Н	_
no, no, no its too hot	Н	Н	Н	Н	Н	$\vdash$	_
let's go for a walk, when we come back we can eat it	H	Н	Н	Н	Н	Н	_
so they went for a walk	H	Н	Н	Н	Н	Н	_
Mummy bear, baby bear and daddy bear	H	Н	Н	Н	Н	Н	_
and the three bears when for a walk	H	Н	Н	Н	Н	Н	_
you know what happened when they went for a walk		Н	Н	Н	Н	$\vdash$	
Goldilocks came in and she went into the house	H	Н	Н	Н	Н	Н	_
first she went in and she ate some of in to the house		Н	Н	Н	Н	$\vdash$	
	Н	Н	Н	Н	Н	Н	
and she said let me taste some of the porridge she tried daddy bears porridge but it was too hot							
she burnt her mouth	H	Н	Н	Н	Н	Н	_
she said it was to hot	Н	H	H	H	H	$\vdash$	_
	Н	H	H	H	H	$\vdash$	_
she ate the porridge and it was too hot then what did she do	Н	H	H	H	H	$\vdash$	_
	Ш	Ш	$\square$	$\square$	Н	$\square$	_
she went on		Ш					

she said that may try some of mummy bears porridge	П		П	П		П	$\overline{}$
but you know what	H	$\Box$	H	H	Н	H	-
mummy bears porridge was cold, it was cold	Н	H	Н	H	Н	Н	-
it was cold brr it was cold it was cold	Н	H	Н	$\vdash$	Н		-
uh oh I can't eat this porridge	Н	$\vdash$	Н	$\vdash$	Н	$\vdash$	-
its too cold and she went on	Н	$\vdash$	Н	$\vdash$	Н	$\vdash$	-
then she ate baby bears porridge and it was just right	Н	H	Н	Н	Н	Н	_
	Н	Н	Н	Н	Н	Н	_
it was lekker	Н	$\mathbf{H}$	Н	Н	Н	$\vdash$	-
and it was just right	Ш		Ш	Щ	Н		_
and she ate it all up	Ш		Ш	Щ	Н		_
then she says oh I need to go and sit down and have a rest	Ш		Ш		Ш		_
so she went to go and sit down	Ш		Ш		Ш		
first Goldilocks went	Ш	Ш	Ш	Ш	Ш		
she sat on, she sat on	Ш	Ш	Ш	Ш	Ш		
daddy bears chair but daddy bears chair was high, it was too high	Ш		Ш	Ш	Ш	Ш	
daddy bears chair was high, high it was high							
so she said I cants sit on this chair							
I cant sit on this chair it is too high							
I need another one					П		
I need to find another chair							
so she went and she looked around			П		П		_
and she found another chair			П		П		_
mummy bears chair was too low	П	H	Н	H	Н		_
it was too low	П		П		П		
so she said I can't sit on this chair it's too low							
and daddy bears chair	П	H	Н	H	Н		_
I can't sit on it it's too high	П		П		П		
so she said let me look some more	П	H	Н	H	Н		_
is there another chair I can sit on	H	H	H	H	Н		-
where else can I sit on		H	$\Box$	H	H	H	-
is where another chair for me to sit on		H	$\Box$	H	H	H	-
she went to look for another chair to sit on	$\mathbf{H}$	H	Н		Н	$\vdash$	-
she couldn't sit on daddy bears chair it was too high	Н	H	Н	H	Н	Н	-
and mummy bears chair was too low	Н	H	Н	H	H	H	-
so what did she to	Н	Н	Н	Н	Н	Н	-
she tried to sit on baby bears chair	H	H	Н	H	H	H	-
and she sat on baby bears chair and you know what	$\vdash$	$\vdash$	Н	$\vdash$	Н	Н	-
it was just right	Н	H	Н	Н	Н	Н	_
and she was sitting and she was sitting	Н	H	Н	Н	Н	Н	_
so nice, so nice	Н	H	Н	Н	Н	Н	_
uh oh uh oh what happened to the chair	Н	$\mathbf{H}$	Н	Н	Н	$\vdash$	-
the chair broke	Н	Н	Н	Н	Н		_
	Н	Н	Н	Н	Н	Н	_
the chair broke	Н	Н	Ш	Н	$\square$	Н	_
and she fellow down	Н	Н	Н	Н	Н	Н	_
because she was sitting on the chair and it broke	Н	Ш	Ш	Н	Н	Н	_
so she says look the chair is broken	Н	Ш	Ш	Н	Н	Н	_
uh oh she broke the char	Н	Ш	Ш	Ш	Ш	Ш	_
uh oh so she says look I broke the chair	Ш	Ш	Ш	Ш	Ш	Ш	

its broken		П					
I need to move on		Н		Н		Н	_
I need to rest	H			H		H	-
I want to sleep a little bit		H		H		Н	_
I'm feeling tired	H	$\vdash$		H	$\vdash$	Н	-
lookwhat she did	H	$\vdash$		H	$\vdash$	Н	-
look she went upstairs	$\mathbf{H}$	$\vdash$		Н	$\vdash$	Н	-
•		Н	$\vdash$	Н	$\vdash$	Н	_
look she went upstairs look	-	Н	$\mathbf{H}$	Н	Н	Н	-
look B she went up the stairs to sleep		Ш	Н	Н	Н	Н	_
first she tried to sleep in whose bed		Ш	Н	Н	Н	Н	_
she said let me sleep in this bed				Ш	$\vdash$	Ш	_
so she went to sleep in daddy bears bed				Ш		Ш	_
but daddy bears bed was too hard				Ш		Ш	
it was hard, hard				Ш		Ш	
daddy bears bed was to hard		Ш		Ш		Ш	
it was							
hard				Ш		Ш	_
she could not sleep on it it was too hard		Ш	Ш	Ш	Ш	Ш	
she could not sleep on it it was too hard				Ш		Ш	
so she went to the second bed		Ш	Ш	Ш	Ш	Ш	
mummy bears bed		Ш		Ш		Ш	
mummy bear bed was too soft		Ш		Ш		Ш	
it was to soft		Ш					
she says I cant sleep on this bears bed its too soft							
I'm going right inside its soft soft						П	
I can't sleep on it				П			
no,no,no							
I need to find another bed to sleep on							
so she went to sleep on another bed		П		П		П	
then she found whose bed		H		П	H	П	
then she found baby bears bed				П			_
and slept on baby bears bed		Н		Н		Н	_
and she was sleeping and then	H			H		H	-
look who came back		H		H		Н	_
the three bears they came back	$\Box$	Н		Н	H	Н	-
mummy bear, daddy bear and baby bear came back	H	$\vdash$		H	$\vdash$	Н	-
the baby bears bed was just right and she was sleeping nicely	$\Box$	Н	$\blacksquare$	Н	H	Н	-
the three bears came back				H		H	_
daddy bear looked around and he saw the porridge	$\mathbf{H}$	$\vdash$		Н	$\vdash$	Н	-
look	$\vdash$	Н	$\mathbf{H}$	Н	H	Н	_
daddy bear came back	$\vdash$	Н	$\mathbf{H}$	Н	$\mathbf{H}$	Н	_
•		Н	$\vdash$	Н	$\vdash$	Н	_
daddy bear came back		$\vdash$	$\vdash$	Н	$\vdash$	Н	_
he came back and he says		Н		Н		Н	_
look somebodys been eating my hot porridge				Ш		Ш	_
look somebodys been eating my hot porridge	Ш	Ш	$\sqcup$	Ш	Н	Ш	_
mummy bear said somebodys been eating my cold porridge	Ш	Ш	$\sqcup$	Ш	Н	Ш	_
Somebodys been eating my cold porridge		Ш	$\sqcup$	Ш	Ш	Ш	_
and baby bear	Ш	Ш	$\sqcup$	Ш	Ш	Ш	_
and baby bear said somebody eight of all my porridge		Ш	Ш	Ш			

that it was look while	_		7	_		_	1 -	_	_
that it was just right		<u> </u>					Į Ļ		
and they ate all my porridge				Ш			1 L		
he's									
crying							J L		
look, look she ate up wall my porridge									
let's go into the next room and see what happened									
look daddy bear says							1 [		
look somebodies been sitting on my high chair							1		
look somebody's been sitting on my high chair							1		
mummy bear says look somebody's been sitting on my low chair			1				1		_
baby bear said somebody broke my chair	H	-	1	Н	$\vdash$		1		_
baby bear says look somebody's been sitting on my chair and they	hrol	ے ti م	J	Н		-	┪┟		
they broke my chair (crying)		`` <u> </u>	1	Н		-	┪┟		
	Ш	-	4	Н	Н	_	ł⊦	_	
and he started to cry		<u> </u>	4	Ш			Į Į		
his crying		_		Ш		_	↓		
its quiet				Ш			1		
what happened next, what happened next, what happened next									
they went up this stairs									
they walked up the stairs									
daddy bears says look somebody's been sleeping in my hard bed							1		
hard hard bed			1				1 F		_
hard bed			1				1		_
somebody's been sleeping in my hard bed	H	-	1	H	$\vdash$		1	$\dashv$	_
hard hard bed	Н	$\vdash$	1	Н	Н	-	1 6	-	_
somebody's been sleeping there		$\vdash$	-	Н	$\vdash$	-	ł F	-	_
, <u>-</u>	$\vdash$	-	-	Н		-	┨	_	_
and what did mummy bear say									
mummy bear said somebody's been sleeping							1		
in my soft soft bed		-	1				1		_
its soft			1				1		_
somebody's been sleeping in my soft bed	H	-	1	H	$\vdash$		1	$\dashv$	_
baby bear went to his bear and he said	Н	$\vdash$	1	Н	Н	-	1 6	-	_
look, look somebody is sleeping in my bed									
	$\vdash$	-	-	Н		-	┨	_	_
look somebody is sleeping in my bed	Ш	-	4	Н	$\vdash$	-	łŀ	4	_
look look		-	4	Ш		_	Į ⊦	_	
what happened next, what happened next, what happened next				Ш	Ш		<b>!</b>		
uh oh				Ш			1		
uh oh				Ш			1		
Goldilocks woke up and she said uh oh they caught her									
the 3 bears caught her sleeping in the bed							] [		
she was sleeping in the bed they caught her							1		
she got a fright and she ran away home	П		1	П	П		1	$\exists$	$\neg$
she ran away home	П		1	П	Н		1	$\exists$	$\neg$
and that was the end of the naughty Goldilocks and the	Н	$\vdash$	1	Н	Н		1	$\dashv$	$\dashv$
three bears	Н	$\vdash$	1	Н	H	-	1	$\dashv$	-
finished	Н	$\vdash$	1	Н	$\mathbb{H}$	-	1	$\dashv$	$\dashv$
IIIIISIIGU	Ш			Ш	Ш		ı L	Ш	

# Appendix 25 Transcript and analysis of Story time activity

	V1	V2	V	V4	V5	V6	V7
look	1		3		1		
			1		7	6	' <u>7</u>
we going to read a story yes were going to read a story about			1		10	9	10
no, I'm reading the story			1		8	7	13
going to read			1		4	3	13
a story about Goldilocks and the three bears	1		1	21	9	8	19
see Goldilocks and the three bears	<u> </u>		1	21	7	6	20
1, 2 and three bears	1		1	21	6	5	22
look, lookl'm going to read this story for you	1	1	1		12	11	25
sshh we going to listen to the story look	'	'			9	8	26
yeah this one			1		3	3	28
theres Goldilocks		_	1		3	3	29
Once upon a time there were 3 bears ok	1		1	21	9	9	33
and they lived in a house and one day	- '		1		10	9	39
mummy bear made some porridge			1		5	5	43
yes,there is daddy Bear		_	1		5	5	47
mummy bear made some porridge			1		5	5	$\vdash$
the porridge was to			1		4	4	
there she is making the porridge		_	1		7	6	48
you see when she was making the porridge		_	1		9	8	53
she said the porridge is too hot	1		1	22	7	7	56
hot like fire, hot	2	_	1	22,22	4	4	58
it was burning, I it was hot	1	_	1	22	8	7	59
can you all see			2		4	4	60
there it was hot		1	1		4	4	61
so so she says		_	1		5	4	63
we can't eat the hot porridge	2		1	22	7	7	64
we can't eat the hot porridge	2		1	22	7	7	
let's go for a walk			1		6	6	68
then when we come back we can eat it	1	_	1		9	9	72
because it will be cold		1	1		5	5	75
but when they went away			1		5	5	78
you know what happened		_	2		4	4	82
you know what happened			2		4	4	
when they went away for a walk			1		7	7	
who came, who came			2		2	4	84
Goldilocks came			1		2	2	
there she and shes coming in to the house			1		11	10	85
she said ill just peep inside			1		7	7	89
see who lives in this house			1		7	6	91
shes naughty she went into these peoples house, the bears house			1		14	12	95
she saw the porridge			1		4	4	

I can't sit on mummy bears chair it is too low it is too low it is too low she said let me sit on baby bears chair she sat on baby bears chair and it was just right it was just right and she was sitting and suddenly wow hu she fell down from the chair and she broke the chair look at that	can you see she said she said I'm going to eat this porridge she tried to eat daddy bears porridge and it was too hot I can't eat this porridge its too hot it is to hot she says so she went to go and try to eat mummy bears porridge but it used to cold brr it is to cold I can't eat this porridge no, no, no I can't eat this porridge no,no,no what she did she said ok let me go to the other porridge look she started to eat the porridge and it was just right it was sharp, it was just right so she ate it she said nice nice nice im going to eat this it was just right so she ate all the porridge she aaid I'm feeling very tired im going to sit down I'm going to sit down some where she went she went to sit on daddy bears chair can you see she went to go sit and it was to high it was too high she was sitting on the chair and it was too high her legs were like this she was up high, high, high she said no I can't sit in this chair it is too high its to high, its to high, its to high so she said let me sit on mummy bears chair she went to sit on mummy bears chair was 2 low, low, low she said no, no, no	1       1       1       12       11       97       98         1       1       22       5       5       5       5       5       5       5       5       5       5       5       5       6       99       1       10       10       10       10       10       10       10       10       10       10       10       10       10       10       11       10       11       11       11       11       12       11       11       12       11       11       12       11       11       11       12       11 <td< th=""></td<>
its to high, its to high so she said let me sit on mummy bears chair she went to sit on mummy bears chair was too low it was 2 low, low, low she said no, no, no I can't sit on mummy bears chair it is too low it is too low it is too low she said let me sit on baby bears chair she sat on baby bears chair and it was just right it was just right and she was sitting and suddenly wow hu she fell down from the chair and she broke the chair		
she went to sit on mummy bears chair was too low it was 2 low, low, low she said no, no, no I can't sit on mummy bears chair it is too low it is too low it is too low she said let me sit on baby bears chair she sat on baby bears chair and it was just right it was just right and she was sitting and suddenly wow hu she fell down from the chair and she broke the chair	its to high, its to high	3 1 17,17,17
it was 2 low, low, low she said no, no, no		
she said no, no, no I can't sit on mummy bears chair it is too low it is too low it is too low she said let me sit on baby bears chair she sat on baby bears chair and it was just right it was just right and she was sitting and suddenly wow hu she fell down from the chair and she broke the chair	•	
it is too low it is too low she said let me sit on baby bears chair she sat on baby bears chair and it was just right it was just right and she was sitting and suddenly wow hu she fell down from the chair and she broke the chair	she said no, no, no	3 1 1
she sat on baby bears chair and it was just right it was just right and she was sitting and suddenly wow hu she fell down from the chair and she broke the chair		
she sat on baby bears chair and it was just right it was just right and she was sitting and suddenly wow hu she fell down from the chair and she broke the chair		3 - 1 1 10,10
and she was sitting and suddenly wow hu she fell down from the chair and she broke the chair  1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	•	
wow hu she fell down from the chair and she broke the chair 1 1 24 1	. •	
she fell down from the chair and she broke the chair  1 24 1 24 1 1 24 1 1 24 1 1 24 1 1 1 24 1 1 1 24 1 1 1 1		

			_				
she broke it	1		1	24			
she was sitting on baby bears chair and she broke the chair	3		_1	24			
uh oh shes in skits	1		1				
she said			1				
she's a naughty girl			1				
say she said maybe I can go sleep somewhere	1		1				
she goes in to daddy bears bed	1		1				
and she goes to sleep on daddy bears bed	2		1			-	
but you know			1			-	
daddy bears bed was too hard	1		1	20		-	
it was hard oh hard	2		1	20,20		-	
she could not sleep	1	-	$\frac{1}{1}$	20,20			
she said no, no, no	3	-	1	$\vdash$		-	
I can't sleep in the hard bed	2	-	1	20		-	
•	2		<del>   </del>	20			<del>                                   </del>
let me go sleep in another bed			$\square$	$\vdash$			
she went to sleep in mummy bears bed			Щ				
mummys bears bed was too soft	1			19	$\vdash$		$\parallel \perp \parallel$
soft, soft it was soft	2	1	1	19,19			
so she said			1				
I can't sleep on this bed, it's too soft	3		_1	19			
Daddy bears bed is too hard	1		1	20			
mummy bear bed is to soft	1		1	19			
let me try little baby bears bed			1				
she went to sleep inside and it was just right	2		1				
look how shes sleeping		1	1				
look how shes sleeping		1	1				
just right	1		1				
that while she was sleeping	1		1			_	
no,no, no	3		1			-	
see how she was sleeping	$\vdash$	1	1				
daddy bear came			1			-	
in to the house		-	$\frac{1}{1}$	$\vdash$			
see daddy bear came when he said	1	-	$\frac{1}{1}$	$\vdash$		-	
somebodys been eating my porridge	2			$\vdash$			
			$\perp$	$\vdash$			
mummy bear said look somebody has been eating my porridge	2		-	$\vdash$			
and baby bear said oh somebodys ate up all of my porridge			L¦l				
he's			1				
crying		-		$\vdash$		-	
somebody ate all his porridge	2	_	-	$\vdash$			
Goldilocksis naughty				$\vdash$			
let's go see in the room what happened				$\vdash$	$\square$		
daddy bear said look somebody been sitting on my chair	4	1					
mummy bear said look somebodys been sitting on my chair	4	_1		$\perp$	$\square$		
baby bear said somebody broke my chair and he's crying	2	1	_1				
somebody broke my chair		3	_1				
then they went upstairs			1				
look they went upstairs	1		1				
daddy bear said look somebodys been sleeping in my bed	4		1				
mummy bear said look somebody has been sleeping in my	3		1				
			—				

soft bed	1		1				
baby bear look, look somebody is sleeping in my bed	5		1				
she is sleeping in my bed	2		1				
look look shes sleeping in my bed	4		1				
Goldilocks woke up			1				
she got a fright			1				
she said uh oh they got me uh oh	2		1				
look at that they caught me	1		1				
and she ran away			1				
ran ran			1				
ran							
ran home	<u> </u>	<b>—</b>   ↓	1				
and this is the story of Goldilocks and the three bears	1		1	21			
finished			1				
total	166	19	5		325	304	99