

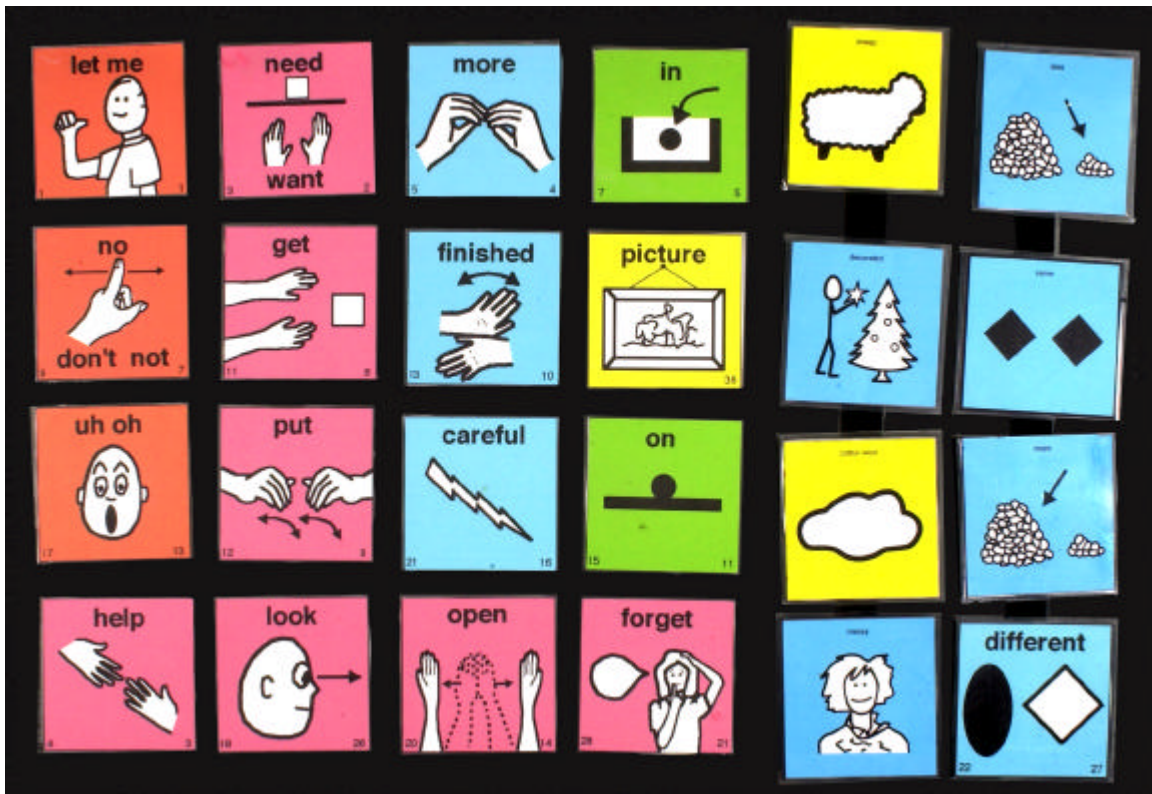
APPENDICES

Appendix 1

Facilitator board: Arts and crafts activity

_____ Core symbols _____

Target receptive
vocabulary items

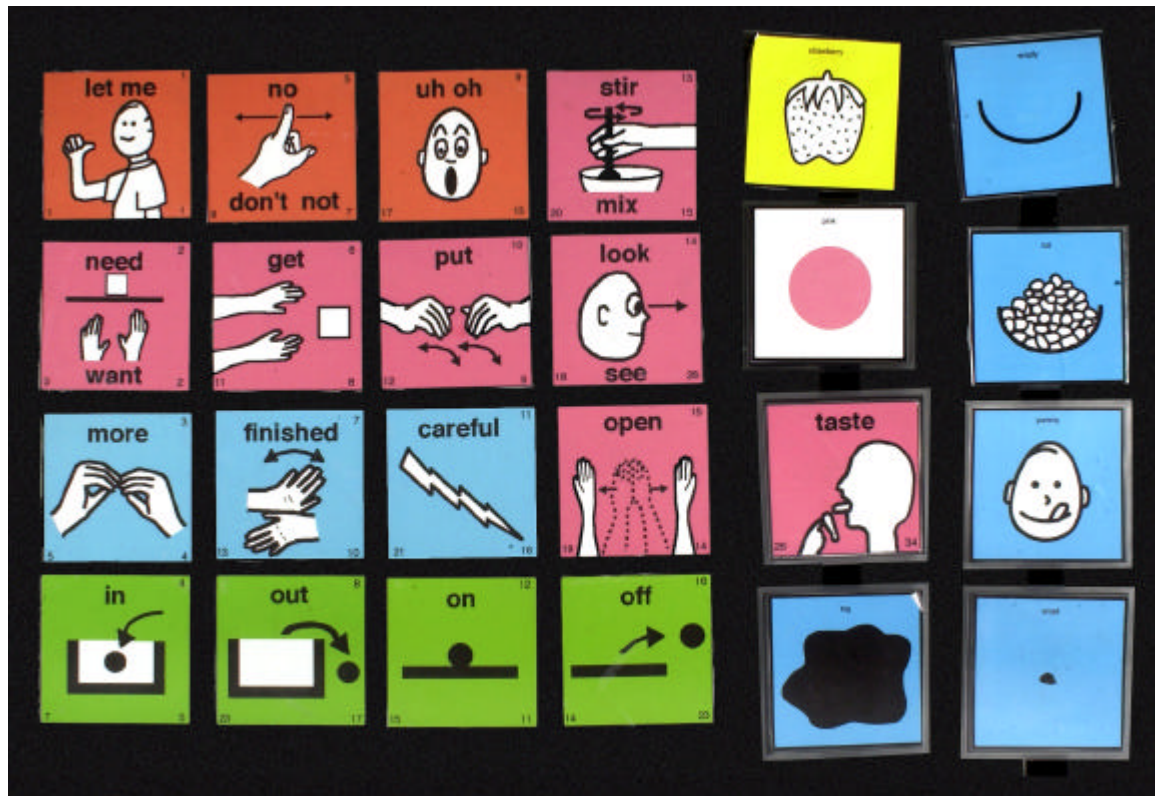


Appendix 2

Facilitator board: Food preparation activity

Core symbols

Target receptive vocabulary items

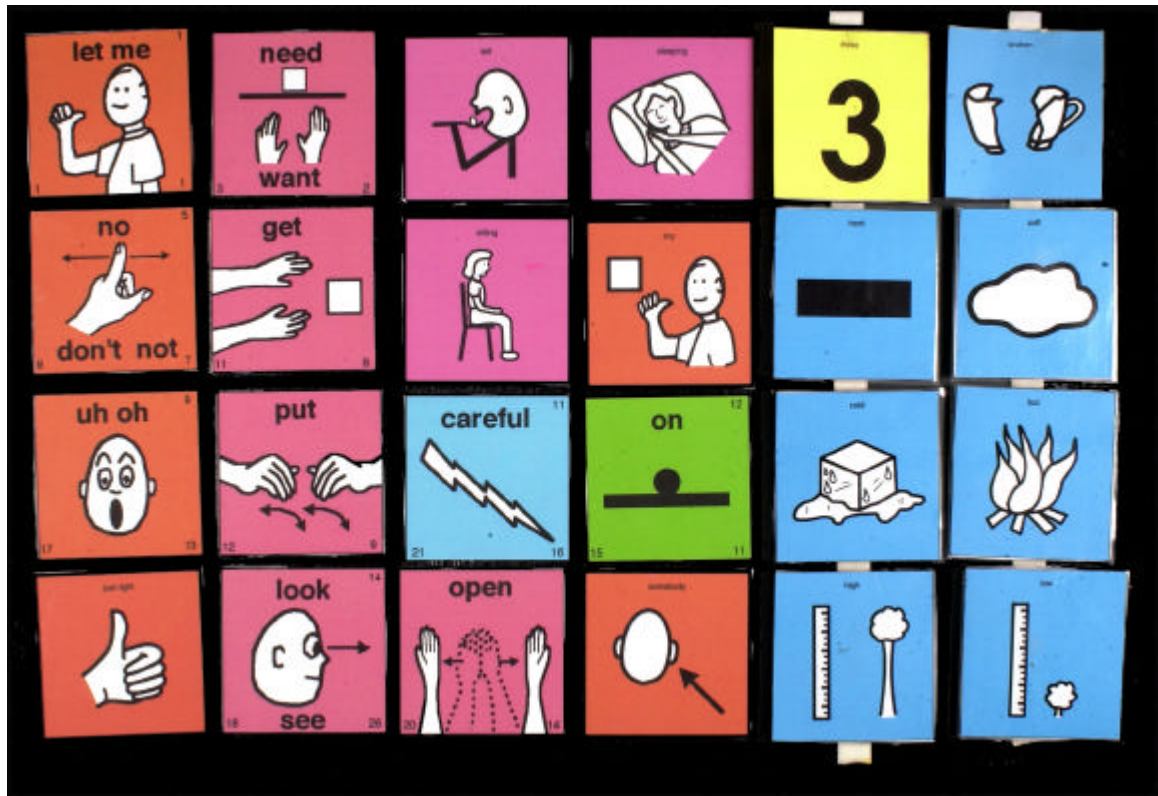


Appendix 3

Facilitator board: Story time activity

Core symbols

Target receptive vocabulary items



Appendix 4

Dear _____

This is a list of words to determine the ability of children aged between 3.0 and 4.11 years to identify line drawings.

Kindly place a ✓ under the appropriate column for each word. A ✓ should be placed under either familiar or unfamiliar if you think that this aged child will be familiar or unfamiliar with a word respectively. Uncertain can be ticked if you are unsure about whether a child would know that word.

Thank you for your time:

No.	Vocabulary item	Familiar	Uncertain	Unfamiliar
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			

Additional comments/suggestions (if any):

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
☎ 420 2001 or 420 4729 (work)
📞 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

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 my child _____
(parents name) (child's name)

to participate in Ms. Shakila Dadas' survey at the _____ School on the
4 December 2001.

Signature

Appendix 7

Identification of Line Drawings Test

Respondent Number:	<input style="width: 100%;" type="text"/>	Official use	<input style="width: 100%;" type="text"/>	1
Gender:	<input style="width: 100%;" type="text"/>		<input style="width: 100%;" type="text"/>	2
Age:	<input style="width: 100%;" type="text"/>		<input style="width: 100%;" type="text"/>	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

Child's name:

Date:

Assessment:

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		
B	B. Crawling		
	Hugging		
	Kissing		
	climbing		
C	C. pouring		
	Pushing		
	Touching		
	Dropping		
D	D. in		
	Blanket		
	Cup		
	on		
E	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		

Appendix 9

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 tipped applicator	material	hair band	Show me the cotton wool
3	More	Bottle with onion seeds - more	Silver spoon	Bottle with onion seeds - less	Plastic spoon	Which one has more?
4	Less	Bottle with onion seeds - more	Silver spoon	Bottle with onion seeds - less	Plastic spoon	Which one has less?
5	Decoration	Bowl with ridged edges	Square container with painted flowers on its side	Square container without flowers painted on it	Small bowl with ridged edges	Which one has decoration?
6	Messy	crumpled serviette	painted serviette	torn serviette	serviette	Which one is messy?
7	Same	Round plastic spoon	plastic spoon	silver spoon	silver spoon	Which ones are same?
8	Different	Silver spoon	plastic spoon	silver spoon	silver spoon	Which one is 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 slice	apple	Show me strawberry?

No	Target	Foil 1	Foil 2	Foil 3	Foil 4	Question
12	Empty	Empty jar of water	Full jar of water	$\frac{3}{4}$ jar of water	$\frac{1}{2}$ jar of water	Which one is empty?
13	Full	Empty jar of water	Full jar of water	$\frac{3}{4}$ jar of water	Marker	Which one is full?
14	Big	Big polystyrene container	Small polystyrene container	medium polystyrene container	medium polystyrene container	Show me the big one
15	Small	Big polystyrene container	Small polystyrene container	medium polystyrene container	medium polystyrene container	Show me the small one
16	Pink	Brown paint	Pink paint	Blue paint	White paint	Show me pink.
17	High	Stack of 7 blocks	Stack of 3 blocks	medium polystyrene container	small polystyrene container	Which one is high?
18	Low	Stack of 7 blocks	Stack of 3 blocks	medium polystyrene container	small polystyrene container	Which one is low?
19	Soft	Plastic container	Canned tin	grinder	Shower cap	Which one is 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 bowl	oats in a bowl	seeds in a bowl	Hot water in a bowl	Which one is hot?
23	Cold	cereal in a bowl	oats in a bowl	seeds in a bowl	Ice in a bowl	Which one is cold?
24	Broken	Small Plastic spoon	Big plastic spoon	Round plastic spoon	Broken plastic spoon	Show me broken

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 included 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 for Ms. S. Dada to conduct her study at the school from the
_____ - _____

Signature

Date

Appendix 11

**Centre for Augmentative
and Alternative
Communication**

University of Pretoria
Pretoria
0002

Dear _____

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.
- 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.

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 participate in the language stimulation program to be implemented by Ms. S.Dada at _____ School.

Signature

Date

Contact telephone number: _____









Appendix 12








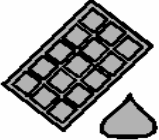
Dear




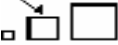




Kindly place a tick ⁴ (for words that you think your child knows) or a cross ⁶ (for words that you think your child would not know) under each column.

Thank You for your time

Shakila Dada

Symbol	Word	Child would know this picture	Child would know the meaning of the
	plate		
	glue		
	lion		
	scissors		
	messy		
	sticky		
	Eyes		
	hair		

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

Symbol	Word	Identify picture	Identify meaning
	bed		
	Baby bear		
	chair		
	medium		
	Mummy bear		
	big		
	Daddy bear		
	small		

Appendix 13

Teachers checklist

Dear _____

Thank you for your assistance in the implementation of the aided language stimulation program with learners from your class. In order to obtain a better understanding of _____, I require that you complete the table below.

Kindly place a tick 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

No. example	Word delicious	Yes	No 4	Unsure
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: _____

Appendix 14

Parent Checklist

Dear _____

Thank you for agreeing to your child's participation in the program. In order to obtain a better understanding of _____, I require that you to complete the table below.

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

Thank you for your time.

Regards

Shakila Dada

No. example	Word delicious	Yes	No 4	Unsure
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: _____

Appendix 15

Arts and crafts activity

Participant A	Week	Measures	Same	More	Decorated	Less	Different	Sheep	Cotton wool	messy
	1	Baseline 1								
1	Baseline 2									
1	Baseline 3									
1	Day 1									
1	Day 3									
1	Day 5									
2	Day 1									
2	Day 3									
2	Day 5									
3	Day 1									
3	Day3									
3	Day 5									

Food preparation activity

Participant A	Week	Measures	taste	yummy	strawberry	empty	full	big	small	pink
	1	Baseline 1								
1	Baseline 2									
1	Baseline 3									
1	Day 1									
1	Day 3									
1	Day 5									
2	Day 1									
2	Day 3									
2	Day 5									
3	Day 1									
3	Day3									
3	Day 5									

Story time activity

Participant A	Week	Measures	High	Low	Soft	Hard	Three	Broken	Hot	Cold
	1	Baseline 1								
1	Baseline 2									
1	Baseline 3									
1	Day 1									
1	Day 3									
1	Day 5									
2	Day 1									
2	Day 3									
2	Day 5									
3	Day 1									
3	Day3									
3	Day 5									

Appendix 16
Hearing Screening

Name: _____

Date of hearing screening: _____

Examiner: _____

A. Otoscopic examination:

Right ear: _____

Left ear: _____

B. Impedance measures:

Right Ear: _____

Left Ear: _____

C. Pure tone Screening at 20dbHL:

	1000 HZ	2000 Hz	4000 Hz
Right ear			
Left ear			

D. Final remarks/ recommendation

Appendix 17

Hearing Screening Results

Dear Parent

Thank you for agreeing to _____ participation in the study. I trust that both you and _____ will find this a rewarding experience. As part of the pre assessment for participation in this study, I conducted a hearing screening.

The results of the hearing screening indicated the following:

A. Otoscope examination: An otoscope was used to view the ear canal including the tympanic membrane (eardrum).

Right ear: The tympanic membrane (eardrum) was visible and intact.

Left ear: The tympanic membrane (eardrum) was visible and intact.

B. Impedance measures: Tympanometry was conducted which provides information on the compliance of the middle ear system as well as middle ear pressure.

Right Ear: A type A tympanogram (normal) was obtained indicating normal middle ear functioning.

Left Ear: A type A tympanogram (normal) was obtained indicating normal middle ear functioning.

C. Pure tone Screening at 20dbHL*:

	500 Hz	1000 HZ	2000 Hz	4000 Hz
Right ear dbHL	20	20	20	20
Left ear dbHL	20	20	20	20

D. Final remarks/ recommendation

In view of all the results, _____ passed the hearing screening, indicating normal hearing. Hearing screenings are recommended on an annual basis.

Should you have any queries or wish to discuss this, please do not hesitate to contact me.

Kind Regards

Shakila 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 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 for Ms. S. Dada to conduct her study at the school from the _____ – _____

Signature

Date

Appendix 19

**Centre for Augmentative and
Alternative Communication**

University of Pretoria
Pretoria

Dear _____

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.
- 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.

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 participate in the language stimulation program to be implemented by Ms. S.Dada at _____ School.

Signature

Date

Contact telephone number: _____

Appendix 20

**Centre for Augmentative
and Alternative
Communication**

University of Pretoria
Pretoria

Dear Teacher

Re: Information regarding child in your class

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 _____ have consented to this program being implemented at the school from _____ – _____. I require information regarding this child and I would like to request you to please complete the attached Teacher Checklist.

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

Appendix 21

FEEDBACK

Leaners name:

Month of assessment:

Dear

Thank you for agreeing to _____ participation in the study. As part of the study, a language assessment was conducted. The results, during this brief assessment, revealed the following:

a) REYNELL LANGUAGE ASSESSMENT

This test involved providing the child with instruction to show various objects, or to manipulate these objects e.g. put the red pencil in the box. This test provides information on the child's understanding of language

The results of this test revealed that she obtained a raw score of ___ on the receptive language scale. This indicates that she is able to understand simple instructions but has more difficulty with more complex instructions involving sizes, colors and two part utterances.

b) PEABODY PICTURE VOCABULARY TEST

This test assesses the child's understanding of words. The child is shown a page with four pictures and is asked to show a specific one.

Here, _____ obtained a highest score (ceiling level) of approximately a _____ year old.

c) HEARING SCREENING

_____ did pass the hearing screening indicating that her hearing is within normal limits.

d). Identification of line drawings.

_____ was scored ___/20 on the task of identifying line drawings.

e) Concepts learned during 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	7/8	High, low, soft, hot, colds, broken

The results indicated that _____ acquired the concepts easily during this program. These results are encouraging.

Please note that these findings were based on brief and short interactions with _____. Please do not hesitate to contact me for further information/clarification.

Kind Regards

Shakila Dada (Speech & Hearing therapist)

Tel: _____ (work)

Appendix 22

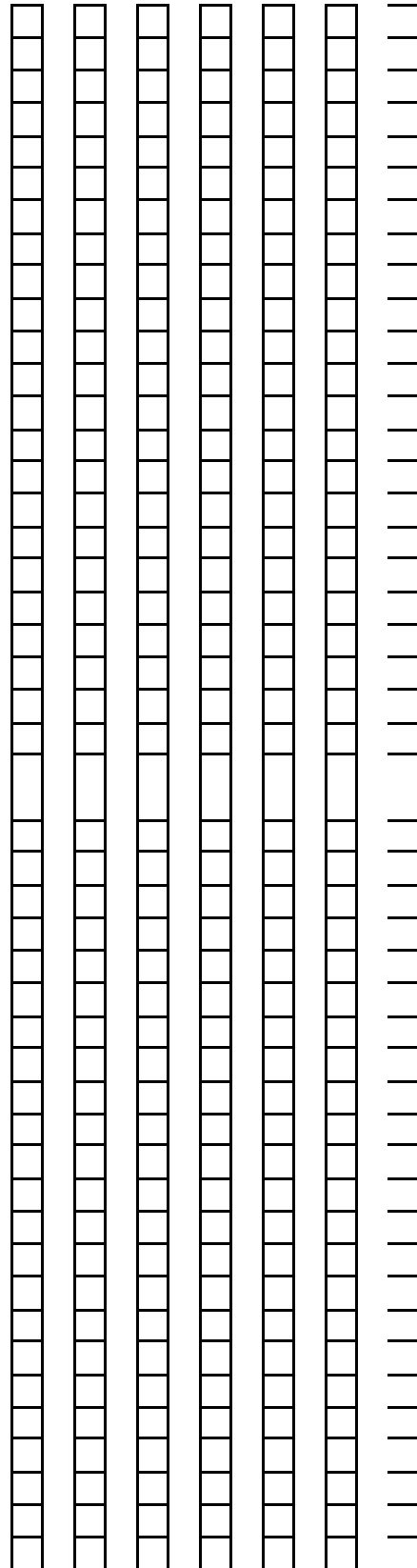
Transcript of Arts and Crafts activity – Session 1

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

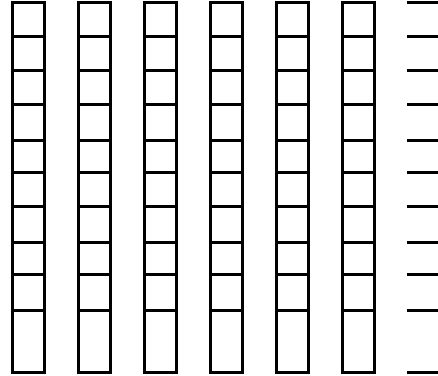
Appendix 23
Transcript of Food Preparation activity

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

heres my small bowl
its small small small small bowl
see this small bowl its small, small
here's the big bowl is a big bowl
I've got a big bowl
which bowl should I get
should I get the big bowl or should I get this small bowl
we get into big bowl yes lets get the big bowl
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
theres the bowl, there is the milk
what else to widely to get
I need to get my pudding
here's my pudding and then ive got my spoons
I need to get my spoons
here's my spoons, but I have two spoons
a big spoonand the small spoon
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
O my bowling is empty, I'm very sad because my bowl is empty
I need to put something inside
I need to put something in
I need to make it full full full full
what can I put in to make it ful
look, look its empty, now I want to make it full
B says let me help
what am I going to put in
pudding
look here its full, let's put it in
careful careful you don't make a mess
open it open open here
careful you don't make a mess
open, open, open, open, open up the pudding
you opened it
now put it in
put in put in
careful careful now look at this its empty
its empty now, its empty empty empty empty
my bowl is getting full
now who else is going to help me
everybody says let me



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

that it was just right
and they ate all my porridge
he's
crying
look, look she ate up wall my porridge
let's go into the next room and see what happened
look daddy bear says
look somebodies been sitting on my high chair
look somebody's been sitting on my high chair
mummy bear says look somebody's been sitting on my low chair
baby bear said somebody broke my chair
baby bear says look somebody's been sitting on my chair and they broke it
they broke my chair (crying)
and he started to cry
his crying
its quiet
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
hard hard hard bed
hard bed
somebody's been sleeping in my hard bed
hard hard hard bed
somebody's been sleeping there
and what did mummy bear say

mummy bear said somebody's been sleeping
in my soft soft soft bed
its soft
somebody's been sleeping in my soft bed
baby bear went to his bear and he said
look, look somebody is sleeping in my bed
look somebody is sleeping in my bed
look look look
what happened next, what happened next, what happened next
uh oh
uh oh
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
she got a fright and she ran away home
she ran away home
and that was the end of the naughty Goldilocks and the
three bears
finished

Appendix 25
Transcript and analysis of Story time activity

	V1	V2	V3	V4	V5	V6	V7
look	1		1		1	1	1
we going to read a story			1		7	6	7
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	
a story about Goldilocks and the three bears	1		1	21	9	8	19
see Goldilocks and the three bears	1		1	21	7	6	20
1, 2 and three bears	1		1	21	6	5	22
look, look! I'm going to read this story for you	1	1	1		12	11	25
ssh we going to listen to the story look			1		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	
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	

can you see		1		3	3	96
she said she said I'm going to eat this porridge	1	1		12	11	97
she tried to eat daddy bears porridge	1	1		9	7	98
and it was too hot	1	1	22	5	5	
I can't eat this porridge its too hot	2	1	22	10	10	
it is to hot she says	1	1	22	7	6	99
so she went to go and try to eat mummy bears porridge	1	1		13	12	
but it used to cold brr	1	1	23			
it is to cold	1	1	23			
I can't eat this porridge	1	1				
no, no, no	3	1				
I can't eat this porridge	1	1				
no,no,no	3	1				
what she did		2				
she said ok let me go to the other porridge	1	1				
look she started to eat the porridge	2	1				
and it was just right	1	1				
it was sharp, it was just right	1	1				
so she ate it	1	1				
she said nice nice nice		1				
im going to eat this it was just right	1	1				
so she ate all the porridge	1	1				
she ate it all up she ate baby bears porridge	2	1				
she said I'm feeling very tired		1				
im going to sit down	1	1				
I'm going to sit down some where	1	1				
she went		1				
she went to sit on daddy bears chair	2	1				
can you see she went to go sit	1	1				
and it was to high it was too high	2	1	17,17			
she was sitting on the chair and it was too high	3	1	17			
her legs were like this		1				
she was up high, high, high	3	1	17,17,17			
she said no I can't sit in this chair it is too high	2	1	17			
its to high, its to high, its to high	3	1	17,17,17			
so she said let me sit on mummy bears chair	3	1				
she went to sit on mummy bears chair was too low	3	1	18			
it was 2 low, low, low	3	1	18,18,18			
she said no, no, no	3	1				
I can't sit on mummy bears chair it is too low	3	1	18			
it is too low it is too low	2	1	18,18			
she said let me sit on baby bears chair	3	1				
she sat on baby bears chair and it was just right	2	1				
it was just right	1	1				
and she was sitting and suddenly		1				
wow hu		1				
she fell down from the chair and she broke the chair	1	1	24			
look at that	1	1				

she broke it
 she was sitting on baby bears chair and she broke the chair
 uh oh shes in skirts
 she said
 she's a naughty girl
 say she said maybe I can go sleep somewhere
 she goes in to daddy bears bed
 and she goes to sleep on daddy bears bed
 but you know
 daddy bears bed was too hard
 it was hard oh hard
 she could not sleep
 she said no, no, no
 I can't sleep in the hard bed
 let me go sleep in another bed
 she went to sleep in mummy bears bed
 mummys bears bed was too soft
 soft, soft it was soft
 so she said
 I can't sleep on this bed, it's too soft
 Daddy bears bed is too hard
 mummy bear bed is too soft
 let me try little baby bears bed
 she went to sleep inside and it was just right
 look how shes sleeping
 look how shes sleeping
 just right
 that while she was sleeping
 no,no, no
 see how she was sleeping
 daddy bear came
 in to the house
 see daddy bear came when he said
 somebodys been eating my porridge
 mummy bear said look somebody has been eating my porridge
 and baby bear said oh somebodys ate up all of my porridge
 he's
 crying
 somebody ate all his porridge
 Goldilocks is naughty
 let's go see in the room what happened
 daddy bear said look somebody been sitting on my chair
 mummy bear said look somebodys been sitting on my chair
 baby bear said somebody broke my chair and he's crying
 somebody broke my chair
 then they went upstairs
 look they went upstairs
 daddy bear said look somebodys been sleeping in my bed
 mummy bear said look somebody has been sleeping in my

1		1	24			
3		1	24			
1		1				
		1				
		1				
1		1				
1		1				
2		1				
		1				
1		1	20			
2		1	20,20			
1		1				
3		1				
2		1	20			
2		1				
	1	1				
1		1	19			
2	1	1	19,19			
		1				
3		1	19			
1		1	20			
1		1	19			
		1				
2		1				
	1	1				
	1	1				
1		1				
1		1				
3		1				
	1	1				
		1				
		1				
1		1				
2	1	1				
3	1	1				
2	1	1				
		1				
2		1				
		1				
		1				
4	1	1				
4	1	1				
2	1	1				
	3	1				
		1				
1		1				
4		1				
3		1				

soft bed
 baby bear look, look somebody is sleeping in my bed
 she is sleeping in my bed
 look look shes sleeping in my bed
 Goldilocks woke up
 she got a fright
 she said uh oh they got me uh oh
 look at that they caught me
 and she ran away
 ran ran
 ran
 ran home
 and this is the story of Goldilocks and the three bears
 finished
 total

1		1				
5		1				
2		1				
4		1				
		1				
		1				
2		1				
1		1				
		1				
		1				
		1				
1		1	21			
		1				
166	19	5		325	304	99