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Author: Smeets, Daisy Johanna Hendrika
Title: Storybook apps as a tool for early literacy development
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References


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V


Z


Appendices
**Appendix A** [Chapter 3]. Target words per story split into two sets.

<table>
<thead>
<tr>
<th>Pete on the pavement</th>
<th>Rokko the crocodile</th>
<th>Bolder and the boat</th>
<th>Cycling with grandpa</th>
<th>Bear is in love with Butterfly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>set 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(in zijn) eentje</td>
<td>steiger</td>
<td>(waar de hemel de zee) raakt</td>
<td>rinkelen</td>
<td>verlegen</td>
</tr>
<tr>
<td>[(on his) own]</td>
<td>[quay/dock]</td>
<td>['(where the sky) touches (the ocean)']</td>
<td>[to ring]</td>
<td>[shy]</td>
</tr>
<tr>
<td>chauffeur</td>
<td>eitand</td>
<td>ijszee</td>
<td>beek</td>
<td>geklieder</td>
</tr>
<tr>
<td>['egg-tooth']</td>
<td>['sea of ice']</td>
<td>['mess']</td>
<td>[brook]</td>
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</tr>
<tr>
<td>kapitein</td>
<td>stoet</td>
<td>walvis</td>
<td>blozen</td>
<td>fik</td>
</tr>
<tr>
<td>[captain]</td>
<td>[procession]</td>
<td>[whale]</td>
<td>[to blush]</td>
<td>[fire]</td>
</tr>
<tr>
<td>havenwerker</td>
<td>bui</td>
<td>vuurtoren</td>
<td>zweren</td>
<td>(een vuur) aanwakkeren</td>
</tr>
<tr>
<td>[dock worker]</td>
<td>[mood]</td>
<td>[lighthouse]</td>
<td>[to sweat]</td>
<td>[to fan (a fire)]</td>
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<tr>
<td><strong>set 2</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>tegels</td>
<td>brusjes</td>
<td>roeiboot</td>
<td>uiltje knappen</td>
<td>dartelen</td>
</tr>
<tr>
<td>[paving stones]</td>
<td>[siblings]</td>
<td>[rowing boat]</td>
<td>[to take a nap]</td>
<td>[to flutter]</td>
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<tr>
<td>tillen</td>
<td>gympies</td>
<td>brommen (van een motor)</td>
<td>halt houden</td>
<td>eierwarmer</td>
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<tr>
<td>[lift]</td>
<td>[sneakers]</td>
<td>[to hum]</td>
<td>[to halt]</td>
<td>[egg-cosy]</td>
</tr>
<tr>
<td>stratenmakers</td>
<td>jaloers</td>
<td>rondvaren</td>
<td>in koor (roepen)</td>
<td>hoogtevrees</td>
</tr>
<tr>
<td>['road workers']</td>
<td>[jealous]</td>
<td>[to sail around]</td>
<td>[(to call) in unison]</td>
<td>[fear of heights]</td>
</tr>
<tr>
<td><strong>in de buurt</strong></td>
<td>verschijnen</td>
<td>meeuw</td>
<td>smal</td>
<td>gebroken (gevoel)</td>
</tr>
<tr>
<td>[near]</td>
<td>[to appear]</td>
<td>[sea-gull]</td>
<td>[narrow]</td>
<td>[broken-hearted]</td>
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</tbody>
</table>

*Note.* The word set that was used in mc-questions was balanced across participants. Consequently, each word was used for instruction as often as it remained un instructed.
Appendix B [Chapter 4]. Target words per story.

<table>
<thead>
<tr>
<th>Experiment 1</th>
<th>Brusjes siblings</th>
<th>Steiger quay/dock</th>
<th>Gympies</th>
<th>Waaien sneakers</th>
<th>Letten to watch/take care</th>
<th>Verschijnen appear</th>
<th>Jaloers jealous</th>
<th>Kleine Kangoeroe</th>
<th>Lieve Lieve Na-apers</th>
<th>Beer is op Vlinder</th>
<th>Lieve Stoute Beer Baboen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rokko Krokodil</td>
<td>Tim op de tegels</td>
<td>Bolder en de boot</td>
<td>Redden</td>
<td>Tillen to lift</td>
<td>in zijn eentje on his own</td>
<td>in de buurt near</td>
<td>Gevaarlijk dangerous</td>
<td>Kangoeroe kangaroo</td>
<td>Lieveheersbeestje lady bug</td>
<td>Oppassers caretakers</td>
<td>Na-apers neighbors</td>
</tr>
<tr>
<td>Experiment 2</td>
<td>Eitand egg-tooth</td>
<td>Stoet procession</td>
<td>Havenwerker dock worker</td>
<td>Stratenmakers road workers</td>
<td>Vertrekken to leave</td>
<td>Stratenmakers to hum</td>
<td>Rondsjouwen to drag</td>
<td>Schoenwepers dandelion</td>
<td>Slingerlen to sway</td>
<td>Verlegen to grab (a hand)</td>
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<td>(Hand) grijpen</td>
<td>Aanwakkeren to fit (cloths)</td>
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<td>Verkleden to reprimand</td>
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<td>Gesnurk to storm (inside)</td>
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<td>Zwempak swimming suit</td>
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<td>Staan to stand</td>
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<td>Heerlanker to为抓手 (the flames)</td>
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<td>Stuk broken-hearted</td>
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</tbody>
</table>

Note. Verbs, adjectives and adverbs are printed in bold. Six books are used in both experiments but with 7 target words in Experiment 1 and 2 additional words in Experiment 2. Two stories were used in Experiment 2 only.