Murat goes shopping

Written by Julie Kosaner
Welcome to “Murat Goes Shopping”! It is a colourful story book with guidelines for use and follow-up activities. This book is intended to benefit both professionals and parents working with young hearing impaired children using cochlear implants or appropriate amplification. Ideally, these books should be used by professionals during rehabilitation sessions where parents are included. Relevant pages of a book can be handed to parents so that they can continue working on the story at home. However, parents can work through these books without professional guidance. I hope you have as much fun working through this book as I have had in creating it!

This book consists of nine photograph and text pages which tell the story. Opposite each of these pages are guidelines for the adult working with the child. Here you will find detailed ‘talk about’ cues and ideas for follow-up activities, many of which focus on ‘listening’.

The book also includes black and white drawings of the main objects in the story and the main events. Outlines of the main characters are also provided. Materials to support the story can be made from these drawings.

Read through the whole book and prepare the cardboard cut-outs and set A cards before looking at the book with the child. You can prepare these materials together and use this activity to introduce the topic and main characters.

While conversing with the child about the photographs, speak in sentences and avoid simply labelling items. Try to give the child your full attention. Talk about what he/she is interested in. You do not need to follow the order of the “talk about cues.” Watch and listen to the child carefully, so that you can understand what he/she is trying to say. Having understood the child’s meaning, answer appropriately. Sometimes say back to the child what he/she tried to say in a short, correct phrase. Sometimes, prompt the child to try imitating this corrected phrase.

Involve the child in the story, for example, encourage him/her to pretend to peel and eat a banana. While talking about a photograph introduce the relevant cut-out characters and set A cards. Use these to act out what is happening in the picture. Such activities help the child to stay interested for longer, understand the events better and allow him/her to experience repetitive language. Encourage him/her to say what the characters say. Look at the book several times, as the child becomes more familiar with the story he/she will be able to anticipate events and will get more pleasure out of this shared activity.

2 sets of cards can be made from the pictures provided in this book:
Set A contains black and white pictures of objects from the story e.g. milk, eggs.
Set B contains black and white drawings of the photographs, which tell the story.

Games involving listening:
Use set A cards for listening and recognizing words, and set B cards for listening and recognizing phrases (connected speech). Once the child has become familiar with the language of the story choose a number of cards from a set, attach a word or a phrase to each card you have chosen and then say any one of these words or phrases out of the child’s vision. Have the child listen, attempt to repeat what he/she hears, and then show that he/she understands the meaning of the word or phrase by pointing to the correct picture card. When attaching a word or phrase to a card, use words or phrases that originated from the child and were used frequently during conversation. At first, only ask the child to choose between 2 or 3 items that sound different from each other, e.g. eggs or bananas. As the child becomes more proficient, you can increase the number of items to choose from and/or you can use items that sound more alike, e.g. bread, eggs, milk. Avoid making tasks too difficult. Remember success will boost the child’s confidence and motivate him/her to want to play listening games again.
Games facilitating use of repetitive language:
Use paired cards from set A and B: Chat naturally with the child throughout each game.

1. Memory game: (the number of pairs used depends on the child's ability). Mix the cards and place them face down. Take care not to change each card's position. The aim of the game is to remember where each card is and to find its pair. Each player, in turn, flips over 1 card and then another. If a player finds a pair he/she keeps the pair and has another turn.

2. Lotto: Place a few cards face-up in front of the child. Put the pair of each card in a bag. Pull out 1 card at a time. Ask the child to listen while you say what the picture is. Have the child repeat what he thinks he/she heard and point to the corresponding picture card. Remember to take turns at pulling cards out of the bag.

3. What's missing game: (only use 1 card of each pair) Place a few picture cards in front of the child face-up. While he/she closes his/her eyes, remove 1 card and then have the child decide which item is missing. Remember to change roles!

Story re-telling:
The set B card for each photograph should be prepared after talking about the photograph. These cards can be used to prompt the child to remember the story sequence and re-tell it in his/her own words.

Cardboard cut-outs:
Outlines of the main characters in the story are provided. Cardboard cut-outs can be prepared from these. These can be used with Set A cards to re-enact the main events.

What's wrong picture:
This picture should prompt the child to want to tell you what is wrong. The more practise the child has at talking, the sooner he/she will gain proficiency in spoken language.

Acknowledgements:
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Adult

Read through the whole book before sharing this book with your child. You may make some preparations, eg. Find real food items to match with the pictured items.

Activities to share:
• Prepare cardboard cut-outs of Murat, Meddy Rabbit and Mummy. Page 38, 39.
• Prepare cardboard food cut-outs. Page 34.
• Make a small shopping bag to put these food cut-outs in.

Use these activities to introduce the main characters and the topic-shopping.

Talk about:
• The boy. Give him a name – Murat.
• Who he is carrying – Meddy Rabbit.
• What he is carrying – a plastic bag.
• What might be in the bag. Look at the small pictures of food items. Match these to the small photographs on the cover page. You may also match these photographs to set A cards 1-6. Suggest that these may be in the bag. Use set A cards or prepared cardboard food items, (page 34) to play at shopping.
• If you routinely go shopping with your child, refer to this real life experience – talk about what you buy and where you buy items from.
Parent

Talk about:

• Who you can see in the photograph.
• What Mummy is doing/thinking/saying.
• What is in the fridge – is it empty or full?
• What Murat is thinking/saying.
• If the egg box is full or empty.
• What Meddy Rabbit is eating/saying.
• The shopping list – can you see some of the pictures Murat has drawn?
  Refer back to the front cover of the book.
• Where you think Mummy, Murat and Meddy are going to go.

Activities to share:

Page 32: Paste this sheet onto cardboard. If possible match, the picture food items to real food items. Count each of the food types, e.g. eggs – 6 and show the figure 6 to your child. Colour in the items. Cut along the solid lines to make a jigsaw. Do this puzzle several times with the child.

Listen, repeat and point to the correct object or action in the photograph:

Look at the photograph. According to your child’s ability, decide together which items you are going to ask for, e.g. Murat or Mummy or fridge or shopping list. You may or may not use a carrier phrase such as "show me / where is......" Do the same for events, e.g. “Meddy Rabbit is eating an apple" or “Mummy is looking in the fridge" or “Murat says, ‘There are no eggs’.”
Mummy, Murat and Meddy Rabbit are making a shopping list. Mummy looks in the fridge. “We need some milk,” she says. “There are no eggs,” says Murat. Meddy Rabbit is eating the last apple. He says, “We need to buy more apples.”
Parent

Talk about:

- The items on the shopping list. If possible, match these items to real food items in the house.
- The shape, colour and number of the food items.
- What Meddy would like to add to the list.
- What your child would like to add to the list.

**Activity:**
Page 33 and 34: Make a shopping list: match the items on page 34 to the coloured items on the shopping list on page 9 of the book. Count the items and colour them in. Cut the items out and stick them next to the correct number on page 33. You may complete this “homemade” shopping list over a few days.

Listen, repeat and point to the correct picture card. (Set A cards)
Using items your child is familiar with, choose 2 or more picture cards from Set A. Say the same short phrase each time you talk about a certain picture, e.g. 6 eggs, 4 bananas. Your child may need you to add some extra words to help him/her recognise what you are saying, e.g. 4 yellow bananas. Place the cards face up on table. Say the phrase you have chosen for 1 of the items. Your child should repeat what he/she hears and point to or turn over the correct card. Change roles so your child has a turn at trying to say the words/phrases. If your child can recognise these words, present them out of his/her vision. You may play this game several times, over a few days, making it slightly more difficult each time by increasing the number of options. This task can be made considerably more difficult by adding the jigsaw number cards 1 – 6 (from the activity sheet on page 32). The child may now have to recognise one word out of a set of words like these. (Eggs, two, bread, milk, three, six, one, apples, chicken, four, bananas, five).

Listening – more advanced:
Make up sentences, e.g. Murat’s going to buy 2 loaves of bread. Murat’s going to buy 3 cartons of milk. Murat’s going to buy 4 bananas etc. Present these sentences in random order and have your child listen and repeat. Change roles so your child has a chance to formulate sentences.

Talk about:

- The items on the shopping list. If possible, match these items to real food items in the house.
- The shape, colour and number of the food items.
- What Meddy would like to add to the list.
- What your child would like to add to the list.
What are Mummy, Murat and Meddy Rabbit going to buy? Let’s look at the list.
1 chicken, 2 loaves of bread, 3 cartons of milk, 4 bananas, 5 apples and 6 eggs.
What else does Meddy Rabbit want to buy?
Talk about:

- What Mummy has in her hands.
- What is in her purse.
- Why Murat is putting on his sunglasses and hat.
- The weather.
- Who has the shopping list.
- Why Meddy Rabbit has a pen.
- Where they are going to go.

Activity:
Match the photographed objects to the same objects in the main photograph.

Activity: page 36:
Look at, talk about and colour in the items on this sheet. Find these items on page 11 of the book. Decide who each item belongs to. On the activity sheet draw a line between each item and who it belongs to. Remember to chat with your child while doing this e.g. “Yes, that’s Murat’s hat! It’s hot!”

Listen, repeat and point to the correct picture:
Use 2 or more, or all of the items on page 36. If your child is just beginning to discriminate between 2 items, choose 2 items whose names are different in length and sound different from each other, e.g. hat and sunglasses. This task can be made more difficult by increasing the number of options and using carrier phrases.

Listening to and acting out commands:
Use cut-out figures and car keys, purse, sunglasses, hat, pen and shopping list (set A cards). Have your child repeat and act out commands e.g. “give the car keys to Murat”, “give Meddy Rabbit the hat and the purse”.

Listening – more advanced:

1. Asking and answering questions:
Together think up a few questions and answers for this page. Ask and answer these in turn. Once your child is familiar with the items, ask the questions in random order out of vision. This type of activity can be done for each page in the book, e.g. “What has Mummy got?” “Her car keys and her purse” “What is Murat putting on?” “His sunglasses and his hat”

2. Matrices: Activity: page 37: Matrix 1 and 2:
Make up different sentences from the a matrix. If your child has difficulty recognising sentences from the a matrix presented out of vision let your child see your face and also show the written pattern before asking him / her to listen again. Remember to change roles.
Mummy has her car keys and her purse. Murat puts on his sunglasses and his hat. Meddy Rabbit has the shopping list and a pen. He is ready to go.
Parent

Talk about:

• Where Mummy, Murat and Meddy Rabbit are, and what this shop sells.
• What is in the fridge.
• What Mummy is going to buy.
• What Meddy Rabbit is doing – reading the shopping list and crossing out chicken.
• What Murat is looking at and the fish.
• Whether your butcher has an aquarium or not.

Refer to the list on page 9 and discuss what they will buy next.

Re-enactment:

Use butcher, Mummy and Murat cut-outs with the chicken set A card to re-enact this scene. Try to say what the characters said. With a more able child, extend the dialogue, e.g. Mummy: “Can I have a chicken, please?” “How much does it cost?” Butcher: “Four pounds.”

Activity:

Page 33: Cross out chicken on your shopping list.

Activity:

Page 34 and 35: Glue these activity sheets onto cardboard. Colour and cut out the chicken on page 34 and place it inside the basket on page 35. Use blu-tac or small pieces of velcro. This will allow the child to place the item and remove it several times. Talk about what mummy and Murat have bought so far and what else they need to buy.

Listen, repeat and point to the correct picture card:

1. You may use only a few or all of set A cards according to your child’s ability. Remember your child must be familiar with the words before you ask your child to recognise them through listening only. It is very important that your child succeeds at and enjoys these listening games. As your child becomes more proficient at listening, you may use a much quieter voice or you may play this game in the midst of background noise.

2. You may use 2 or more of set B cards to play the same game but this time the task is to recognise familiar phrases. Remember to use phrases you used while conversing about the photograph. Use phrases at your child’s level e.g. page 6 – Meddy Rabbit is ready to go or Mummy has her car keys. Page 13 – “A chicken, please”, or - they are at the butchers, mummy is buying a chicken.
Here they are at the butcher's. What is Mummy going to buy? Meddy Rabbit looks at his list and shouts, “One chicken.” Murat is busy watching the gold fish in the aquarium. “Look at the fish!” he shouts.
Talk about:

- Where Mummy, Murat and Meddy Rabbit are, and what they are going to buy.
- What Mummy is doing and saying.
- What Murat is carrying. How the bread smells.
- Whether your child likes to eat fresh bread.
- What Meddy Rabbit is doing.
- What they are going to buy next.

Re-enactment:
Use baker, Mummy and Murat cut-outs with the bread Set A card to re-enact this scene. Try to say what the characters said. With a more able child, extend the dialogue, e.g. Mummy: “Can I have 2 loaves of bread please?” Baker: “Would you like brown or white bread.” etc.

Activity:
Page 33: Cross out bread on your shopping list.

Activity:
Page 34 and 35: Colour and cut out the loaves of bread on page 34 and place them inside the basket on page 35. Talk about what they have bought so far and what else they are going to buy.

Memory game:
Play using pairs of some or all of Set A cards. Use items your child is familiar with and 1 or 2 items your child is not so familiar with. Playing this game will facilitate learning of new words. Remember to converse naturally as you play.

Listen, repeat and point to the correct objects or action in the photograph:
Look at the photograph. According to your child’s ability, decide together which items and how many you are going to ask your child to choose from, e.g. baker or shopping list or bread. You may or may not use a carrier phrase such as “Show me...” or “Where is...” Do the same for events, e.g. Meddy Rabbit is crossing out bread or Mummy is paying for the bread or Murat is carrying the bread. With a more able child you can change this into a “Simple Simon Says Game.” Now the child should only react if your phrase begins with “Simple Simon says...”

Listen and point to the correct card – Set B (1-4):
Sequencing of Set B cards: (1-4)
Help your child to put these first 4 cards in order. Try to use the same phrase(s) each time you talk about a particular card. This will help your child to recognise these phrases.
Mummy, Murat and Meddy Rabbit are at the baker’s. Mummy pays for 2 loaves of bread. Murat carries the bread. The bread is still warm, it smells delicious. Murat wants to eat the bread now! Meddy Rabbit crosses out bread. What are they going to buy next?
Talk about:

- Where Mummy, Murat and Meddy Rabbit are, and what they are going to buy.
- What Mummy is doing and saying.
- What Murat is doing.
- Whether your child would like to push a trolley or have a ride in one. What you can see in the trolley.
- What Meddy Rabbit is doing.

**Activity: page 33:**
Cross out milk and eggs on your list.

**Activity: page 34 and 35:**
Colour and cut out the cartons of milk and the eggs on page 34. Place them inside the basket on page 35. Talk about what they have bought so far and what else they need to buy.

**What’s missing game:**
Use pairs of some or all of Set A picture cards.

**Advanced version:**
Use your shopping list (for reference) and all the separate items from the basket. Place all these cardboard items on the table. In turn play at removing 1, 2 or more items. The other person has to think and say which items have been removed. E.g. 2 bananas have been removed (there are only 2 left).

**Listening to and acting out commands:**
Using the basket and the food items ask your child to listen, repeat and act out a command. These commands can be simple or complex e.g. “Put the chicken in the basket” or “Put 1 banana, 2 apples and 1 loaf of bread in the basket”. Remember to change roles. Help your child if he/she cannot think up commands.

**Listening- advanced:**
1. Together think of other items Murat may have bought. If your child can read and write you may write down statements such as “Murat bought 2 bags of crisps”, “Murat bought 5 oranges”. Intersperse these sentences with correct sentences, e.g. “Murat bought 1 chicken”. In turn say any statement, your child should repeat the statement and say whether it is true or false.

2. Activity:
Page 37: Matrix 3
Next stop is the supermarket. Murat helps to push the trolley. Meddy Rabbit has a ride. How many cartons of milk can you see? 1, 2, 3. “Be careful, Mummy! Don’t drop the eggs!” shouts Murat. Meddy Rabbit crosses out milk and eggs.
Parent

Talk about:

- Where Mummy, Murat and Meddy Rabbit are, and what they are going to buy.
- What Mummy is doing and saying.
- What Murat is doing - count the apples together.
- What Meddy rabbit is putting in a bag. Why he wants a lettuce.
- Your child’s favourite fruit.
- Whether they have bought everything on the list.
- Where they will go next.

Activity: page 33:
Cross out bananas and apples on your list.

Activity: page 34 and 35:
Colour and cut out the apples and the bananas on page 34. Place them inside the basket on page 35. Remove all the items from the basket. Prompt your child to put them back in the basket in the order in which they were bought!

Re-enactment:
Use the grocer, Mummy, Murat and Meddy Rabbit cut outs with the apple, banana and lettuce set A cards to re-enact this scene.

Listen, repeat and point to the correct object or action in the photograph:
Look at the photograph. According to your child’s ability, decide together which items and how many you are going to ask your child to choose from, e.g. grocer or lettuce or apples. You may or may not use a carrier phrase. Do the same for events, e.g. “Meddy Rabbit is putting a lettuce in the bag” or “Mummy is buying some bananas” or “Murat is counting the apples.”

Listen, repeat and point to the correct card:
Set B (1-6):
Sequencing of Set B cards (1-6):
Listening – advanced:
1. Word association:
In turn listen for a colour word and say the associated food name e.g. white – milk, yellow – banana, red – apple, green – lettuce, brown – bread. Think up some more.

2. Play the same game with numbers e.g.
1 – chicken, 6 – eggs.

3. Listen and complete the sentence e.g.
Mummy went to the supermarket and bought …
Mummy looked in the fridge and said …
Murat put on his …
Last stop! The grocer’s.
Murat counts 5 red apples.
Mummy chooses 4 yellow bananas.
Meddy Rabbit puts a crisp, green lettuce in the bag.
The shopping’s finished.
It’s time to go home.
Talk about:

- What Mummy is doing.
- Where each food item is stored.
- What Murat is doing- laying the bananas and apples in a pattern. Think of some different patterns. Look at the small photographs.
- What Meddy Rabbit is doing. How an egg got broken.

**Activity: page 34:**
Using the cardboard food item cut-outs from your “basket” make some patterns.

**Lotto:**
Use either set A (1-12) or set B cards (1-7). Place one of each picture pair in front of the child. Place one of each pair in a bag. Pull out one card at a time from the bag. Without showing the picture talk about it, see if your child can guess which picture it is and point to its pair. Remember to change roles!

**Listening and repeating phrases from the text:**
If your child can read, read the text together. Then, with the text in your child’s view, present phrases one by one, in sequence, and ask your child to repeat what you say. Encourage your child to try and say the phrase just like you. Once your child is familiar with the text you may present phrases out of your child’s vision. It is useful to remove the written form so that your child can concentrate on listening only. This activity can be done for each page in the book.

**Listening – advanced:**
Listen and correct the phrase: e.g. you say “Murat bought 4 green bananas.” Your child responds, “No, he bought 4 yellow bananas.” “Murat bought 2 cartons of milk” “No, he bought 3 cartons of milk.” This exercise can be made more difficult by stating 2 things incorrectly e.g. “Murat bought 4 purple apples” “No, he bought 5 red apples.

Remember to change roles. Your child may need help to formulate incorrect statements. You may make some up together and write these down before asking your child to play this game.
I´m putting the chicken away.

Oh no! 1 egg´s broken!

1 banana, 2 apples...

Mummy puts the chicken, the milk and the lettuce in the fridge. Murat makes a pattern with the bananas and the apples: 1 long banana, 2 round apples, 1 long banana, 2 round apples……

Meddy Rabbit counts the eggs 1, 2, 3, 4, 5, 6. Oh dear! 1 egg is broken.
Can you find the bread?
Further activities to do at home:
Check out provisions in your kitchen. Find items that are nearly finished, e.g. a nearly finished packet of biscuits. Make your own shopping list and then go shopping together!

Shopping memory game:
Start the game off by saying "Murat bought a chicken", your child should respond by saying - Murat bought a chicken and 1 other item, e.g. "Murat bought a chicken and some milk". Each player repeats what the player before them said and adds on 1 more item. The first one to forget the sequence loses! Try to play this game listening only.

Talk about:
• Why Mummy says thank you to Murat and Meddy Rabbit.
• What she gives Murat and Meddy Rabbit.
• Whether your child would prefer to be given a chocolate egg or a lettuce!
• What jobs your child helps with.
• The toy that came out of the egg.

Re-telling the story:
Encourage your child to place set B cards in their correct order. Initially your child may need a lot of help. Prompt your child to remember what happened next by asking questions and referring back to the pictures in the book and especially the shopping list. Avoid saying the order your child has put the cards in is wrong. Instead try to talk about why something may be illogical e.g. "Mummy couldn't go to the butchers before leaving the house with her car keys."
Once the cards are in order, encourage your child to re-tell the story by saying a phrase or more for each card. Listen to your child carefully and try to understand his/her meaning. Be pleased with what your child offers; do not try to correct all your child's mistakes!
When you feel that you have worked on this book enough paste set B cards, in order, either on the wall or in a scrap book so that from time to time you can recap on the story with your child.
Mummy says, “What good helpers you have been. Thank you!”
She gives Meddy Rabbit some lettuce. Murat gets a very special treat, a chocolate egg with a toy inside!
Parent

Compare this photograph ...

Compare this photograph with the photograph on page 11.

- Mummy’s hat. Whose hat it is. Does it fit Mummy?
- Mummy’s bag.
- Murat’s hat and scarf. Do we wear hats like this in summer?
- Murat’s bare foot. What happened to his other shoe? Could he walk like this?
- Meddy Rabbit’s clothes and sunglasses. Do boys wear dresses?
  Will he be able to write with a comb?
- What the characters are saying. What they should be saying?

Extra activity:
Making a picture story:
Building up eventful pictures together with your child will allow you to have meaningful, “fun” conversations. Pictures will make it easier for you to understand one another. Begin by drawing a single item, e.g. a house. Discuss together whether to draw windows, door etc. Encourage your child to do the drawings him/herself. Decide whose house it is, maybe you could draw a face looking out of a window. Next, maybe you could draw a car outside the house.

Discuss who is in the car, who is driving it etc. Next you may draw a garden. Together, decide what to put in the garden, if your child draws a dog maybe you could draw a cat running away from it. Encourage your child to think of what to draw next. Try to link up pictures so that a “story” emerges. You may prompt conversation by occasionally drawing “wrong” things, eg a fish in a tree or an “upside down” flower.
Child

Let’s go on holiday!

I don’t want to come!

I’m ready for shopping!

Can you find all the things that are wrong or different in this photograph?
Set A cards 1-6

Cut out these pictures and paste them onto card.
Set A cards 7-12

Cut out these pictures and paste them onto card.
Set B cards 1-2

Cut out these pictures and paste them onto card.
Set B cards 3-4

Cut out these pictures and paste them onto card.
Set B cards 5-6

Cut out these pictures and paste them onto card.
Set B cards 7-8

Cut out these pictures and paste them onto card.
Make a jigsaw puzzle.
Make your own shopping list.
Food items.

Make 2 copies of this page.
1. Colour in these food items. Cut them out. Group them into sets, e.g. apples. Count the items in each set. Paste the different food items next to the correct number on page 33.
Shopping basket.

Cut out these pictures and paste them onto card.
Match objects to people.

Draw a line from each object to the person it belongs to.
You may colour in the pictures, too.
Matrices.

Work through these matrices with the child. Make up different sentences. At first point to the written words as you say them. Have the child repeat the sentences you make. If the child can do this, say sentences for the child to repeat, out of vision. Encourage the child to repeat the sentences, fluently. Remember to change roles so the child has a turn at formulating sentences from a matrix.

Matrix 1:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Mommy</td>
<td>has</td>
<td>car keys</td>
<td>and a</td>
<td>purse</td>
</tr>
<tr>
<td>Murat</td>
<td>has</td>
<td>the shopping list</td>
<td>and a</td>
<td>hat</td>
</tr>
<tr>
<td>Meddy</td>
<td>has</td>
<td>sunglasses</td>
<td>and a</td>
<td>pen</td>
</tr>
</tbody>
</table>

Matrix 2:

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</thead>
<tbody>
<tr>
<td>Mommy</td>
<td>bought</td>
<td>some</td>
<td></td>
<td>chips</td>
</tr>
<tr>
<td>Murat</td>
<td>ate</td>
<td>some</td>
<td></td>
<td>oranges</td>
</tr>
<tr>
<td>Meddy</td>
<td>got</td>
<td>some</td>
<td></td>
<td>cookies</td>
</tr>
</tbody>
</table>

Matrix 3:

<p>| | | | | |</p>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Mommy</td>
<td>is going to</td>
<td>buy</td>
<td>4</td>
<td>eggs</td>
</tr>
<tr>
<td>Murat</td>
<td>is going to</td>
<td>eat</td>
<td>2</td>
<td>apples</td>
</tr>
<tr>
<td>Meddy</td>
<td>is going to</td>
<td>get</td>
<td>3</td>
<td>bananas</td>
</tr>
</tbody>
</table>

Make up some more matrices and work on them!
Cut-outs.

Cut-outs.

Cut-outs.

Cut-outs.

Cut-outs.
