

No	Date	Observing teacher	Group level	Pupils						Teachers' notifications about the context, and likert scaled estimations about pupils' interest and understanding.
				A	B	C	D	E	F*	
1	9/30/19	Alice	x							Interest:1 Understanding: -
2	9/30/19	Betty	x							Interest:1 Understanding: -
3	10/9/19	Alice		x						Interest:2 Understanding: - The pupil stated, "This frame really works," then tore the frame away from its position on the VAS stripe and instead put it on the computer picture. The teacher grasped the frame and moved it back to the position that indicated work**. This process was repeated. Finally, the pupil cut the frame into pieces.
4	10/9/19	Cara	x		x					Interest:2 [group as well as individual level] Understanding: 2 At the final lesson of the day, the pupil turns the double-sided, school/leisure-time-picture, so that it shows leisure time.
5	10/10/19	Cara				x				Interest:2 Understanding: 2 When the pupil notes everyone is back from lunch, he moves the frame from the picture signing lunchtime to the next picture in the VAS-stripe, which marks <i>Ugglo</i> ***. The pupil takes up his iPad and set up the Ugglo program.
6	10/15/19	Emely					x			Interest: 2 Understanding: 2 The pupil's behavior indicates interests, and he seems to understand why the frame is moved upon the next activity-picture on the VAS-stripe. But he takes no initiative to use the frame himself.
7	10/18/19	Alice	x	x						Interest: 2 Understanding: 2 The pupil picks up a larger sized frame, which enables him to frame the activity-pictures, computer + craft. He fixates the frame onto the pictures with a stipe of tape.
8	10/18/19	Betty						x		Interest:2 Understanding: 2 When someone mention the frame at the morning-class the pupil turns towards the VAS-stripe and looks at the actual activity-pictures for a long time.

9	10/22/19	Daisy	x		Interest: 2 Understanding: 2 After morning-class, the pupils are provided to choose in between two activities, the choice-making process is visualized through the frame's position on the VAS.
10	10/30/19	Alice		x	Interest: 2 Understanding: 2 The teacher uses the frame to visualize that the pupil should work with certain material. The pupil uses the frame to communicate a protest, which is accepted by the teacher.
11	11/13/19	Betty	x		Interest:2 Understanding: 2 It is morning-class, the teacher informs the pupils about the activities of the day. The pupils use the frame to interact about the content on the VAS-stripe.
12	11/29/19	Betty		X	Interest:2 Understanding: 2 The teacher uses the frame to communicate about what will happen next. Thereafter, the pupil uses the frame to communicate his protest, by pulling the frame off its position on the VAS-stripe, and instead use it to frame <i>Babblarna</i> ****.
13	12/2/19	Daisy		x	Interest: 2 Understanding: 2 The pupil uses the frame to inform all participants in the room about what is happen at the moment [the teachers have not started the requested activity yet.]
14	12/2/19	Daisy		x	Interest:2 Understanding: 2 The pupil [Wilma] takes part in the teacher's activities in the final lesson of the day by grabbing the frame and using it to mark that this lesson is finished and that now playtime begins. The pupil is apparently satisfied.

Note, Neutral (the teacher could not discern any reaction) = 0, Some interest (the teacher could discern a reaction, but was not certain of its direction, or meaning) = 1, Interest (the teacher could see a clear interest, or direction in student's interest) =2, The question was unanswered: -. At group level the notes concern a general perspective on the whole student group, at individual level, the notes focus certain pupils (A-F).

* Pupil F is the case-pupil Wilma.

** The concept work corresponds to an activity where the pupils exercise skills training through tasks presented in a clarifying structure.

***Ugglo, a digital library of children's books

**** Babblarna, fictional characters used as tools to enhance children's language development.