

Bilingual Spanish/English Story Retell Databases



| Database | Context (Subgroup) | Age Range | Grade in School | # Samples | Location | Special Coding |
|--|--------------------|------------|-----------------|-----------|----------|----------------|
| Bilingual Spanish/English Story Retell | Nar (FWAY) | 5;0 – 9;9 | K, 1, 2, 3 | 2070 | TX & CA | SI, NSS |
| | Nar (FGTD) | 5;5 – 8;11 | K, 2 | 1667 | | |
| | Nar (FOHO) | 6;0 – 7;9 | 1 | 930 | | |

Participants

The *Bilingual English Story Retell* and *Bilingual Spanish Story Retell* databases consist of English and Spanish story-retell narratives from native Spanish-speaking bilingual (Spanish/English) children. These English learners (ELs) were drawn from public school EL classrooms in urban Texas (Houston and Austin), border Texas (Brownsville), and urban California (Los Angeles). The children reflect the diverse socio-economic status of these areas. Age, grade, and gender data is available for all children.

Additional Inclusion Criteria

1. The children were described as “typically developing” as determined by normal progress in school and the absence of special education services.
2. All children were within the following age ranges.

| Grade | Age Range |
|-------|-----------|
| K | 5;0 – 6;9 |
| 1 | 6;0 – 7;9 |
| 2 | 7;0 – 8;9 |
| 3 | 8;0 – 9;9 |

3. All children were able to produce both English and Spanish narratives containing at least one complete and intelligible verbal utterance in the target language. Although the language samples may contain code-switched words (*English words in the Spanish samples or Spanish words in the English samples*), at least 80% of the words from each sample were in the target language.

Elicitation Protocol

There are different ways to provide the story model and record the student’s story. You may have the student seated next to you or you may be eliciting the sample virtually. You may be using SALT’s *Online Story Elicitation* program (available as an annual subscription on the SALT web site) or providing the directions and story model yourself. Both methods should result in similar outcomes (Manning, et al., 2020, Brennan, et al., 2004). All samples should be recorded for later transcription.

This task is a story retell using the following picture books:

- FWAY: *Frog, Where Are You?* by Mercer Mayer (1969)
- FGTD: *Frog Goes to Dinner* by Mercer Mayer (1974)
- FOHO: *Frog On His Own* by Mercer Mayer (1973)

Bilingual Spanish/English or Monolingual Spanish?

Minimally, an English Learner (EL) should be able to produce at least one complete and intelligible utterance in both languages for this assessment. Otherwise, consider the student to be a monolingual speaker.

Target language

For bilingual (Spanish/English) students, if able, you should assess in the language deemed strongest. Alternatively, you may assess in the language in which you are most comfortable. All instructions and prompts should be in the language targeted in elicitation. If the student's performance is below average compared to age and grade-matched peers, or if you want to assess the student's performance in both languages, elicit a second sample in the other language. You may choose to elicit the second sample using the same story or a different story.

Story retell task

First the story is modeled for the student in the target language (*Spanish or English*). Then the student is asked to retell the same story.

Elicitation method

1. Option 1 (In-person or virtual session):

Use SALT's *Online Story Elicitation – Bilingual Spanish/English & Monolingual Spanish* program. Select the category (Bilingual Spanish/English), the target language (Spanish or English), and the story. Follow the prompts. If this is in an in-person session, use the recorder built into the program. If eliciting the sample virtually, use an alternate recorder, e.g., your phone, the recorder built into Zoom or other software for hosting virtual meetings.

2. Option 2 (In-person session):

Have the student seated next to you with the book in front of you.

Provide the story model **in the target language** while looking at the pictures in the book. There are two ways to present the story model. Both methods should result in similar outcomes (Kim, 2016).

- Play a recording of the story script which comes with the *Frog Story Elicitation Kit*. You can also download the audios from the SALT web site at saltsoftware.com/resources/elicaids/frogstories.

Directions to the student (English sample):

Say "Here is a book. We are going to listen to this story while we look at the book together. When we finish, I want you to tell the story back to me in English. Ok? Let's look at the book."

Directions to the student (Spanish sample):

Say "*Aquí tengo un libro. Vamos a escuchar a este cuento mientras miramos el libro juntos. Cuando terminemos, quiero que me vuelvas a contar el cuento en español. ¿Ok? Vamos a mirar el primer libro.*"

Play the audio. Turn each page while the student listens. Make sure the student is looking at the book.

- Tell the story to the student, loosely following the script found on the SALT web site at www.saltsoftware.com/resources/elicaids/frogstories. You do not need to memorize the story script, just become familiar enough with it to tell the story.

Directions to the student (English sample):

Say "Here is a book. I am going to tell you this story while we look at the book together. When we finish, I want you to tell the story back to me in English. Ok? Let's look at the book."

Directions to the student (Spanish sample):

Say "*Aquí tengo un libro. Te voy a contar este cuento mientras miramos el libro juntos. Cuando terminemos, quiero que me vuelvas a contar el cuento en español. ¿Ok? Vamos a mirar el primer libro.*"

Tell the story to the student. Turn each page while the student listens. Make sure the student is looking at the book.

Instruct the student to tell the story in the target language.

Leave the book with the student and move away – either at an angle facing the student or across the table. Moving away from the student helps promote language and minimize pointing. Turn on the recorder.

Directions to the student (English sample):

Examiner: *Okay, now I would like you to tell me the story.*

Directions to the student (Spanish sample):

Examiner: *Ahora, cuéntame lo que pasó en este cuento.*

Refer to the following section for a list of prompts that may be used while the student tells the story. Remember, all prompts should be in the target language.

After the student finishes telling the story, turn off the recorder and thank the student for telling his/her story.

Repeat these steps to elicit the sample in the other language. You may elicit the second language sample immediately after the first, or you may prefer to wait several weeks in between.

Examiner's role during the retell

Use minimal open-ended prompts (in the target language) as necessary when eliciting the samples. Open-ended prompts *do not* provide the student with answers or vocabulary. They *do* encourage the student to try or they let the student know it is ok to move on if needed.

- Use open-ended prompts when the student:
 - is not speaking
 - says “*I don’t know.*”, “*¿Cómo se dice?*”
 - starts listing (e.g., “*boy*”, “*dog*”, “*jar*”)
- Acceptable verbal prompts include:

| | |
|--|---|
| <i>Tell me more.</i> | <i>Dime más.</i> |
| <i>Just do your best.</i> | <i>Haz lo mejor que puedas.</i> |
| <i>Tell me about that.</i> | <i>Dime sobre eso/esa.</i> |
| <i>You’re doing great.</i> | <i>Estás haciendolo muy bien.</i> |
| <i>I’d like to hear more about that.</i> | <i>Me gustaría oír más sobre eso/esa.</i> |
| <i>Tell me what you can.</i> | <i>Dime lo que puedas.</i> |
| <i>That sounds interesting.</i> | <i>Eso/Esa suena interesante.</i> |
| <i>What else?</i> | <i>¿Qué más?</i> |
| <i>Keep going.</i> | <i>Siguele. Dale.</i> |
| <i>Mhm . Uhhuh.</i> | |
- Acceptable nonverbal prompts include:
 - Smiles and eye contact
 - Nods of affirmation and agreement
- Unacceptable prompts include:

| | |
|--------------------------|---------------------------------|
| <i>What is he doing?</i> | <i>¿Qué está haciendo (él)?</i> |
| <i>Where is he?</i> | <i>¿Dónde está (él)?</i> |

Pointing at scenes in the book while prompting

What's this?
What's happening here?

¿Qué es esto?
¿Qué está pasando/ocurriendo aquí?

Avoid asking the “wh” questions, who?, what?, when?, where?

What if the student code switches? Direct the student to use the target language with minimal interruption of his or her story. If the student occasionally uses a word in the non-target language, you should ignore it. However, if the student uses a lot of words or phrases in the non-target language, prompt the student (in the target language) with:

in English, please

tell it to me in English

tell me the story in English

en Español, por favor

dimelo en Espanol

dime el cuento en Español

Transcription Notes

- The Spanish samples in the reference database were transcribed by fluent Spanish speakers. The English samples were transcribed by fluent English speakers.
- Utterances were segmented into Modified Communication Units (MC-units) which were developed specifically for these samples to account for the pronoun-drop nature of the Spanish language.
- The underscore was used for repetitious words or phrases within utterances. This prevented inflation of the MLU due to repetition used to provide emphasis, e.g., C dijeron|decir rana_rana_rana dónde estás|estar.
- All transcripts have timing markers at the beginning and end of the sample. The initial marker indicates the child's first utterance. The final timing marker indicates the end of the child's narrative.

Coding Notes

- [EO:word] marks overgeneralization error
- [EP:word] marks pronoun error
- [EW] marks an extraneous or unnecessary word in the utterance that, if omitted, would make the utterance syntactically correct, e.g., C And he shout/ed and[EW] to the frog.
- [EW:word] marks other word-level error
- [EU] marks utterance-level error (*also marks utterances with 3 or more errors*)
- [FP] marks filled pause words such as *like*, e.g., *You (like[FP]) get six card/s*
- [CS] a word code attached to all code-switched words (Spanish words in English transcripts or English words in Spanish transcripts)
- [I] a word code attached to all imitations of vocabulary provided by the examiner

The following codes were created to mark Spanish-influenced English:

- [WO] an utterance-level code signifying words or phrases within an utterance which are out of order in Standard English. The content (semantics) of the utterance is correct; however the word order is awkward, e.g., C And then fall down the dog and the boy [WO].
- [F] placed at the end of each utterance lacking a stated subject as a result of segmenting utterances using MC-units

Subordination Index (SI) and Narrative Scoring Scheme (NSS) Coding

SI and NSS coding were applied to all the samples in the Bilingual Spanish/English Story Retell reference databases.

SI is a measure of syntactic complexity which produces a ratio of the total number of clauses (main and subordinate clauses) to the number of C-units. A clause, whether it is main or subordinate, is a statement containing both a subject and a predicate. Grammatically, a subject is a noun phrase and a predicate is a verb

phrase. Main clauses can stand by themselves. Subordinate clauses depend on the main clause to make sense. They are embedded within an utterance as noun, adjective or adverbial clauses.

NSS is an assessment tool developed to create a more objective narrative content and structure scoring system. It is based upon early work on story grammar analysis by Stein and Glenn, 1979. This scoring procedure combines many of the abstract categories of Story Grammar, adding features of cohesion, connecting events, rationale for characters' behavior and referencing. Each of the scoring categories has specific explicit examples to establish scoring criteria, reducing the abstractness of the story grammar categories.

Using SALT to Compare Samples to the Bilingual Spanish/English Story Retell Database

Use SALT's Database menu to compare your sample with age or grade-matched samples selected from the Bilingual Spanish/English Story Retell database. SALT looks at the following header lines in your transcript to determine which database to pre-select. To pre-select the Bilingual Spanish/English Story Retell database, include the following plus lines in your transcript:

- + Language: Spanish (or English)
- + Bilingual: SE
- + Context: Nar
- + Subgroup: FWAY (or FGTD, or FOHO)

Although you can type these plus lines into your transcript, a simpler alternative is to select the target language (Spanish or English), bilingual (SE), sampling context (Nar), and subgroup (FWAY, FGTD, or FOHO) when completing the New Transcript Header information dialogue box.

Acknowledgements

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English script for *Frog, Where Are You?* by Mercer Mayer (1969)

| Page | Script |
|---------|---|
| 1 | There once was a boy who had a dog and a pet frog. He kept the frog in a large jar in his bedroom. |
| 2 – 3 | One night while he and his dog were sleeping, the frog climbed out of the jar. He jumped out of an open window. When the boy and the dog woke the next morning, they saw that the jar was empty. |
| 4 – 5 | The boy looked everywhere for the frog. The dog looked for the frog too. When the dog tried to look in the jar, he got his head stuck. The boy called out the open window, “Frog, where are you?” The dog leaned out the window with the jar still stuck on his head. |
| 6 – 7 | The jar was so heavy that the dog fell out of the window headfirst! The boy picked up the dog to make sure he was ok. The dog wasn’t hurt but the jar was smashed. |
| 8 - 9 | The boy and the dog looked outside for the frog. The boy called for the frog. |
| 10 – 11 | He called down a hole in the ground while the dog barked at some bees in a beehive. A gopher popped out of the hole and bit the boy right on his nose. Meanwhile, the dog was still bothering the bees, jumping up on the tree and barking at them. |
| 12 – 13 | The beehive fell down and all of the bees flew out. The bees were angry at the dog for ruining their home. The boy wasn’t paying any attention to the dog. He had noticed a large hole in a tree. So he climbed up the tree and called down the hole. |
| 14 – 15 | All of a sudden an owl swooped out of the hole and knocked the boy to the ground. The dog ran past the boy as fast as he could because the bees were chasing him. |
| 16 – 17 | The owl chased the boy all the way to a large rock. The boy climbed up on the rock and called again for his frog. He held onto some branches so he wouldn’t fall. |
| 18 – 19 | But the branches weren’t really branches! They were deer antlers. The deer picked up the boy on his head. The deer started running with the boy still on his head. The dog ran along too. They were getting close to a cliff. |
| 20 - 21 | The deer stopped suddenly and the boy and the dog fell over the edge of the cliff. |
| 22 – 23 | There was a pond below the cliff. They landed with a splash right on top of one another. They heard a familiar sound. |
| 24 – 25 | The boy told the dog to be very quiet. They crept up and looked behind a big log. |
| 26 – 27 | There they found the boy’s pet frog. He had a mother frog with him. They had some baby frogs and one of them jumped toward the boy. |
| 28 - 29 | The baby frog liked the boy and wanted to be his new pet. The boy and the dog were happy to have a new pet frog to take home. As they walked away the boy waved and said “goodbye” to his old frog and his family. |

Spanish script for *Frog, Where Are You?* by Mercer Mayer (1969)

| Página | Papel |
|---------|--|
| 1 | Había un niño quien tenía un perro y una rana. El tenía la rana en su cuarto en un jarro grande. |
| 2 - 3 | Una noche cuando el niño y su perro estaban durmiendo, la rana se escapó del jarro. La rana se salió por una ventana abierta. Cuando el niño y el perro se despertaron la siguiente mañana, vieron que el jarro estaba vacío. |
| 4 - 5 | El niño buscó en todas partes a la rana. Aún adentro de sus botas. El perro también buscó a la rana. Cuando el perro trató de mirar adentro del jarro y no podía sacar la cabeza. El niño empezó a llamar desde la ventana abierta: “Rana, ¿Dónde estás?”. El perro se asomó a la ventana con el jarro todavía en la cabeza. |
| 6 - 7 | ¡El jarro estaba tan pesado que hizo que el perro se cayera de cabeza por la ventana! El niño fue a ver como estaba el perro. El perro no estaba herido, pero el jarro se rompió. |
| 8 - 9 | El niño y el perro buscaron a la rana afuera de la casa. El niño llamó a la rana. |
| 10 - 11 | El niño llamaba a la rana en un hoyo que estaba en la tierra, mientras que el perro le ladraba a unas abejas en su panal. Una ardilla salió de su hueco y mordió la nariz del niño por molestarla. Mientras tanto, el perro seguía molestando a las abejas, brincaba hacia el árbol y les ladraba. |
| 12 - 13 | El panal de abejas se cayó y las abejas salieron volando. Las abejas estaban enojadas con el perro. El niño no prestó ninguna atención al perro. El vio un hueco grande en un árbol y quería ver si su rana se escondía allí. Así que trepó el árbol y llamó a la rana en el hueco para ver si estaba. |
| 14 - 15 | De repente un buho salió del hueco y lanzó al niño al suelo. El buho lo vio fijamente y le dijo que se fuera. El perro pasó al niño corriendo tan rápido como pudo porque las abejas lo perseguían. |
| 16 - 17 | El buho persiguió al niño hasta una piedra grande. El niño se encaramó en la piedra y llamó otra vez a la rana. Se agarró a unas ramas para no caerse de la piedra. |
| 18 - 19 | ¡Pero las ramas no eran ramas reales! Eran los cuernos de un venado. El venado levantó al niño con su cabeza. Y el venado empezó a correr con el niño que estaba todavía en su cabeza. El perro también corrió al lado del venado. Se acercaron a un precipicio. |
| 20 - 21 | El venado se paró de pronto y el niño y el perro se cayeron por el precipicio. |
| 22 - 23 | Había un estanque debajo del precipicio. Aterrizaron en el estanque uno encima del otro. Oyeron un sonido que conocían. |
| 24 - 25 | El niño le dijo al perro que se callara. Los dos se acercaron con cuidado y miraron detrás de un tronco de un árbol. |
| 26 - 27 | Allí encontraron a la rana del niño. Había con él una rana mamá también. Ellos tenían algunas ranitas bebés y una de ellas saltó hacia el niño. |
| 28 - 29 | La ranita quería mucho al niño y quería ser su nueva mascota. El niño y el perro estaban felices de tener una nueva rana y llevarla a casa. Cuando se iban, el niño dijo adiós a la que fue su rana y también a su familia. |

English script for *Frog Goes to Dinner* by Mercer Mayer (1974)

| Page | Script |
|---------|--|
| 1 | A boy was getting dressed in his bedroom. His pet dog, frog and turtle watched as he put on his best clothes. |
| 2 – 3 | While the boy was petting the dog, the frog jumped into his coat pocket. The boy didn't know he was there. As the boy left with his family, he waved and said "Goodbye" to his pets. The frog waved goodbye too. |
| 4 – 5 | When the boy and his family arrived at a fancy restaurant, the doorman helped them out of the car. The frog peaked out of the boy's pocket but no one noticed him. |
| 6 – 7 | The boy and his family sat down at a table in the restaurant. While they were looking at the menus, the frog jumped out of the boy's pocket towards the band. |
| 8 – 9 | The frog landed right in the man's saxophone! "Squeak" went the saxophone. The man looked inside the saxophone to see why it made that awful noise. |
| 10 – 11 | Then the frog fell out of the horn and landed right on the saxophone player's face! The saxophone player was so surprised that he fell backwards into the drum. |
| 12 – 13 | The drummer yelled at the saxophone player, "Look what you did to my drum- it's broken!" While they were arguing, the frog jumped away on a plate of lettuce salad. |
| 14 – 15 | The waiter didn't notice the frog. He served the salad to a woman. Just as she was about to take a bite, the frog popped out of the lettuce. The woman was shocked to see the frog. |
| 16 – 17 | She screamed and fell back on her chair. The frog was frightened and he jumped away. There was a man at the next table who was having a glass of wine with his wife. The frog landed right in his glass. |
| 18 – 19 | The woman complained to the waiter about getting a salad with a frog in it. She was very angry! Meanwhile, when the man went to take a sip of his drink, the frog kissed him right on the nose. |
| 20 – 21 | The angry waiter was about to grab the frog who was waving goodbye to the man and his wife. |
| 22 – 23 | The waiter, who had caught the frog, was going to throw him out of the restaurant. But the boy saw the waiter carrying his frog and shouted, "Hey, that's my frog!" The boy's mother told him to be quiet. |
| 24 – 25 | The boy asked the waiter to give him back his frog. The angry waiter told the boy and his family, "Take your frog and get out of this restaurant at once. Don't you ever bring that frog in here again!" |
| 26 – 27 | On the way home the boy's family was angry with him. The frog had ruined their dinner! |
| 28 – 29 | When they got home the boy's father scolded him, "You go to your room and stay there!" The dog and the turtle peeked around the corner to see what was going on. |
| 30 | When they got in his room, the boy and the frog laughed about everything that had happened at the restaurant. The more they thought about it, the more they laughed. |

Spanish script for *Frog Goes to Dinner* by Mercer Mayer (1974)

| Página | Papel |
|----------------|---|
| 1 | Un niño se estaba preparando para salir a cenar. Sus mascotas el perro, la tortuga, y la rana lo miraban mientras él se ponía sus mejores ropas. Estaban tristes porque sabían que él iba a salir sin ellos. |
| 2 – 3 | Mientras que el niño acariciaba al perro, la rana brincó dentro del bolsillo del niño. El niño no sabía que la rana estaba en su bolsillo. Cuando la familia se iba, el niño les dijo adiós a sus mascotas. La rana también les dijo adiós. |
| 4 – 5 | Cuando la familia del niño llegó a un restaurante lujoso, el portero les ayudó a bajar del carro. La rana miró con cuidado desde el bolsillo. |
| 6 – 7 | En el restaurante se sentaron en una mesa. Mientras miraban el menú, la rana se escapó del bolsillo del niño y brincó hacia la banda musical. |
| 8 – 9 | ¡La rana terminó dentro del saxofón! Cuando el músico empezó a tocar su instrumento, el sonido fue horrible. Por eso, él miró dentro de su instrumento para ver que pasaba. Los otros músicos estaban muy confundidos como él. |
| 10 – 11 | ¡Luego la rana le cayó y aterrizó en la cara del músico! Y entonces el músico sorprendido, se cayó hacia atrás y cayó dentro del tambor. |
| 12 – 13 | El tocador del tambor gritó al otro músico: “¡Mira lo que pasó – mi tambor está roto! ahora, ¿Con qué voy a tocar?” Mientras ellos discutían, la rana brincó y terminó en la ensalada. |
| 14 – 15 | El mesero no se dio cuenta que la rana estaba en la ensalada. El mesero le sirvió la ensalada a una señora. Cuando empezaba a comerla, la rana salió por debajo de la lechuga. La señora estaba aterrorizada al ver la rana. |
| 16 – 17 | Ella gritó y se cayó para atrás. La rana estaba asustada y salió brincando. En la próxima mesa había un hombre y su esposa tomando una copa de vino. La rana se cayó en la copa del señor. |
| 18 – 19 | La mujer se quejó de que había encontrado una rana en su ensalada. ¡Ella estaba muy enojada! Mientras tanto, cuando el señor fue a tomar la copa, la rana salió y le dio un beso en la nariz. |
| 20 – 21 | El mesero enojado estuvo a punto de capturar la rana. El hombre y su esposa se fueron del restaurante porque no se sentían bien para comer con animales en la comida. |
| 22 – 23 | El mesero cuando capturó la rana, la cargó hasta la puerta para botarla. Pero el niño vió al camarero con su rana y le gritó: “¡Esa es mi rana, no la botes!” Su mamá le dijo al niño que se callara. |
| 24 – 25 | El niño estaba preocupado de que el mesero iba a botar su rana en la calle. Entonces el niño le dijo al mesero que le diera su rana. El mesero les dijo al niño y su familia: “Toma tu rana y salgan de este restaurante inmediatamente. ¡No permitimos animales ni gente que los traen en este restaurante!” |
| 26 – 27 | Durante el camino de vuelta, la familia del niño estaba enojada. ¡La rana arruinó la cena! |
| 28 – 29 | Cuando llegaron a la casa el padre del niño lo regañó y le dijo: “Vete a tu cuarto y quédate allí”. El perro y la tortuga miraron de escondidas desde el rincón para ver que pasó. |
| 30 | Cuando llegaron a su cuarto, el niño y su rana se rieron de todo lo que había pasado en el restaurante. Mientras más pensaban en todo lo que había pasado, más reían. |

English script for *Frog On His Own* by Mercer Mayer (1973)

| Page | Script |
|---------|--|
| 1 | One day a boy walked to the park with his dog, carrying his pet frog and turtle in a bucket. |
| 2 – 3 | After they got into the park, the frog jumped out of the bucket. The frog waved goodbye to his friends as they walked away. He wanted to explore the park on his own. |
| 4 – 5 | The frog came upon some flowers. He was watching them very closely. All of a sudden he snapped his tongue high into the flowers. |
| 6 – 7 | He caught a big, tasty bug for his lunch. He put the bug in his mouth and realized that was a big mistake. |
| 8 – 9 | The bug was a bumblebee. It stung the frog on his tongue. After a while, the frog noticed a man and woman who were having a picnic. |
| 10 – 11 | The woman reached into her picnic basket. At the same time, the frog crawled into the basket. As the woman was digging around for something to eat, she felt something strange. |
| 12 – 13 | She quickly pulled her hand out of the basket to find the frog hanging on her arm. The frog quickly jumped away from the couple. The woman threw a coffee cup at him. She screamed, “Don’t you ever come back you nasty little frog!” |
| 14 – 15 | The frog hopped over to a small pond where he noticed a little boy sailing his toy boat. The boy’s mother was on a bench reading. |
| 16 – 17 | The curious frog wondered if he could sail in the boat. He leapt though the air - and landed, splat, on top of the sailboat. |
| 18 – 19 | The frog was too big for the sailboat and sunk it. The little boy started crying and his mother came to pull the sunken sailboat out of the water. The frog swam across the pond and crawled out on the other side. He saw a woman on a bench rocking a baby stroller. Her cat was napping by the stroller. |
| 20 – 21 | The curious frog wanted to know what was inside the stroller. He took a giant leap toward it. The frog landed on the baby’s lap. The baby sat up and looked at the frog. It was time for the baby to have a bottle and the mom was getting it ready. |
| 22 – 23 | While the mom read her magazine she held out the bottle for her baby. The frog was going to drink the bottle while the mom wasn’t looking. The baby started to cry because he wanted his bottle. The cat climbed up the stroller to try to catch the frog. The mother realized what was happening and was shocked. |
| 24 – 25 | She picked up her baby while the cat chased after the frog. |
| 26 – 27 | The frog leapt away as fast as he could but the cat caught him by the leg. The cat wrestled the frog to the ground. The frog was very frightened. |
| 28 – 29 | Luckily, along came the boy with his dog and turtle. The dog barked at the cat and the boy yelled, “Hey, get away from my frog!” This scared the cat who ran away as fast as he could. |
| 30 | The boy picked up his frog and started to walk home. The frog lay in the boy’s arms, very tired from all of his adventures. He was happy to be back with his friends. |

Spanish script for *Frog On His Own* by Mercer Mayer (1973)

| Página | Papel |
|---------------|---|
| 1 | Un día un niño caminó en el parque con su perro, llevando a su rana y la tortuga en una cubeta. |
| 2 – 3 | Después de llegar al parque, la rana saltó de la cubeta. La rana le dijo adiós a sus amigos mientras ellos se iban. Ella quería explorar el parque sólo. |
| 4 – 5 | La rana encontró unas flores. Las miró de cerca. De repente, metió la lengua en las flores. |
| 6 – 7 | Capturó un insecto grande y sabroso para el almuerzo. Puso el insecto en su boca y se dio cuenta de que era un gran error. |
| 8 – 9 | El insecto era una abeja; y le picó la lengua de la rana. Y por eso a la pobre rana le dolía su lengua. Después de un rato, la rana vió a un hombre y una mujer quienes estaban de día de campo. |
| 10 – 11 | La mujer metió la mano en la canasta de comida. Ella no sabía que al mismo tiempo la rana entró en la canasta. Cuando la mujer intentó encontrar algo para comer, sintió algo extraño. |
| 12 – 13 | Ella rápidamente sacó su mano de la canasta y descubrió a la rana colgando de su brazo. El hombre se asustó tanto que hasta tiró su taza de café y se le cayeron sus lentes. La rana se fue corriendo alejándose de la pareja. La mujer arrojó una taza de café a la rana y le gritó: “¡Odiosa ranita nunca regreses aquí!”. El hombre estaba en el césped riéndose histéricamente. |
| 14 - 15 | La rana brincó hasta un pequeño estanque donde vio a un niño jugando con su barco de vela. |
| 16 – 17 | La rana curiosa quería saber si podía navegar en el barco. Saltó... y terminó, salpicado, encima del barco de vela. |
| 18 – 19 | La rana era demasiado grande y el barco de vela se hundió. El niño empezó a llorar y su madre vino a sacar al barco hundido fuera del agua. La rana cruzó nadando el pequeño estanque y salió al otro lado. Vio a otra mujer sentada en un banco meciendo el cochecito de un bebé. Su gato estaba dormido al lado del cochecito. |
| 20 – 21 | La rana curiosa quería saber que había en el cochecito. Así que saltó fuertemente hacia el coche. La rana aterrizó en las rodillas del bebé y el bebé se sentó y miró a la rana. Ya era hora de que el bebé comiera, así que mientras la madre leía su revista le dio el tetero al bebé. |
| 22 – 23 | Y como la madre estaba entretenida leyendo, la rana trató de tomarse la leche del bebé. El bebé empezó a llorar porque quería su tetero. El gato molesto subió en el cochecito para tratar de capturar a la rana. La madre se dio cuenta de lo que estaba pasando y se asustó mucho. |
| 24 - 25 | Ella levantó a su bebé mientras que el gato perseguía a la rana. |
| 26 – 27 | La rana salió saltando lo más rápido posible, pero el gato la atrapó por la pierna. El gato luchó con la rana y ella terminó en el suelo. La rana tenía mucho miedo. |
| 28 - 29 | Afortunadamente, llegó el niño con su perro y su tortuga. El perro le ladró al gato y el niño gritó: “¡Deja de molestar a mi rana!”. Esto asustó al gato y lo hizo salir corriendo. |
| 30 | El niño levantó a su rana y empezó el camino de regreso a la casa. La rana se acostó en los brazos del niño, muy cansada por todas sus aventuras. Estaba contenta de estar con sus amigos de nuevo. |