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**frog, where
are you?** by mercer mayer



Frog Where Are You

Lynne Hansen



Frog Where Are You:

Frog, Where Are You? Mercer Mayer, 2003-06-02 Frog is missing and the boy doesn't see him anywhere Can the boy and his dog find their new friend **Frog, where are You?** Mercer Mayer, 1974 **FROG WHERE ARE YOU.** , 1974

Perspectives on Language and Language Development Ruth Aronson Berman, 2005-01-24 Perspectives on Language and Language Development brings together new perspectives on language discourse and language development in 31 chapters by leading scholars from several countries with diverging backgrounds and disciplines It is a comprehensive overview of language as a rich multifaceted system inspired by the lifework of Ruth A Berman Edited by Dorit Ravid and Hava Bat Zeev Shyldkrot both from Tel Aviv University Israel the book offers state of the art portrayals of linguistic and psycholinguistic phenomena with new insights on the interrelations of language structure discourse theory and the development of language and literacy The volume presents innovative investigations on the interface of language and narrative in a broad range of languages with a section devoted to linguistic studies of Modern Hebrew It traces the development of language and literacy from early childhood through adolescence to maturity in spoken and written contexts and in monolingual as well as multilingual perspectives Linguists psycholinguists discourse scholars cognitive psychologists language teachers education experts and clinicians working in the field of language and discourse will find this book extremely useful both as a textbook and as a source of information The Acquisition of Narratives Michael G. Bamberg, 2011-09-08 No detailed description available for The Acquisition of Narratives *A Grammar of Ngardi* Thomas Ennever, 2021-11-08 Ngardi is a highly endangered language with fewer than 10 remaining speakers and is no longer being acquired by children Despite the limited circulation of a draft dictionary Cataldi 2011 there has been no published reference grammar of this language Upon publication this work will constitute the most comprehensive grammar of any Ngumpin Yapa language The Ngardi language exhibits many of the same typologically interesting features first identified in the related language Warlpiri namely phenomena of non configurational syntax and null anaphora This grammar also brings to light a number of unique properties which will be of interest to linguistic typologists and formal theorists The registration of arguments both through case marking on free NPs as well as in pronominal enclitics is similar to Warlpiri but differs in its detail particularly in the ability to register various non core cases e g locative and allative as arguments in the pronominal complex Within the verbal system Ngardi is notably for a large number of verbal inflections 20 which mark various distinctions in tense aspect and mood as well as associated motion and speaker centric directionality Ngardi exhibits a highly articulated system of complex predication covering both complex verb and serial verb constructions Other typologically interesting aspects of the language include the presence of dedicated apprehensional constructions and interesting interactions between negation and clausal modality The descriptive value of this grammar is enhanced by its sustained regional comparison of the linguistic features of Ngardi with those of neighbouring Ngumpin Yapa and Western Desert languages This grammar and a forthcoming dictionary

of Ngardi will be of great significance to both those few remaining Ngardi speakers as well as the next generation of Ngardi people for whom accessible published materials will be an invaluable resource

Communication Sciences and Disorders
Ronald Bradley Gillam, Thomas P. Marquardt, 2016
Communication Sciences and Disorders From Science to Clinical Practice
Third Edition is an excellent introductory text for undergraduate students enrolled in their first course in communication sciences and disorders Written by experts in the field this text contains basic information about speech disorders that are related to impairments in articulation voice and fluency language disorders in children and adults and hearing disorders that cause conductive and sensorineural hearing losses It includes basic information on the speech language and hearing sciences and practical information about assessment and intervention practices Unlike some other introductory text books this book also includes chapters on multicultural issues deafness dysarthria and dysphagia NEW TO THE THIRD EDITION Updated content with new information on evidence based practice New online video segments that clearly demonstrate a variety of communication disorders at different ages and severities New chapter on cleft lip and palate New information on cochlear implants and listening New information on spoken language approaches to audiologic habilitation The two chapters on preschool and school age language disorders are now combined into one chapter The two chapters on auditory rehabilitation and deaf education are now combined into one chapter In Text Features Boxes featuring personal stories from the authors and guides to online video segments learning objectives and bolded key terms End of Chapter Features Study Questions Key Terms References and Suggested Readings Instructor Resources Slides in PowerPoint format Test Bank and an Image Bank

Critical Consciousness in Dual Language Bilingual Education Lisa M. Dorner, Deborah Palmer, Claudia G. Cervantes-Soon, Dan Heiman, Emily R. Crawford, 2022-12-13
This book features case studies that address dual language bilingual education DLBE programs which offer content instruction in two languages to help youth develop fluent bilingualism biliteracy high academic achievement and sociocultural competence While increasingly popular the DLBE model is a framework that comes with unique hurdles and challenges Applying a pioneering critical consciousness approach the volume provides readers with narratives awareness and tools to support culturally and linguistically diverse students and their families Organized around four major areas policy leadership family and community engagement teaching and teacher learning the volume's case studies bring together stories from policymakers educational leaders family and community members and teachers The case studies spotlight examples in which power imbalances have been identified and shifted through critically conscious actions and offer insight into how to ensure all DLBE programs are nurturing empowering multilingual environments for all students particularly racialized immigrant and transnational students Accessible and varied the case studies address important topics such as anti Black racism digital access disability school district relations working with undocumented families and more Each chapter includes a case narrative teaching notes discussion questions and or teaching activities to support stakeholders who wish to develop and enact equity in their DLBE policies classrooms and

professional development A key resource for supporting student needs and transformative inquiry in the classroom this book is ideal for graduate students professors leaders educators and other stakeholders in bilingual education and language education

Relating Events in Narrative, Volume 2 Ludo Verhoeven, Sven Stromqvist, 2004-02-13 Relating Events in Narrative Volume 2 Typological and Contextual Perspectives edited by Sven Strmqvist and Ludo Verhoeven is the much anticipated follow up volume to Ruth Berman and Dan Slobin s successful frog story studies book Relating Events in Narrative A Crosslinguistic Developmental Study 1994 Working closely with Ruth Berman and Dan Slobin the new editors have brought together a wide range of scholars who inspired by the 1994 book have all used Mercer Mayer s Frog Where Are You as a basis for their research The new book which is divided into two parts features a broad linguistic and cultural diversity Contributions focusing on crosslinguistic perspectives make up the first part of the book This part is concluded by Dan Slobin with an analysis and overview discussion of factors of linguistic typology in frog story research The second part offers a variety of theoretical and methodological perspectives all dealing with contextual variation of narrative construction in a wide sense variation across medium modality speech writing signing genre variation the specific frog story narrative compared to other genres frog story narrations from the perspective of theory of mind and from the perspective of bilingualism and second language acquisition Several of the contributions to the new book manuscript also deal with developmental perspectives but in distinction to the 1994 book that is not the only focused issue The second part is initiated by Ruth Berman with an analysis of the role of context in developing narrative abilities The new book represents a rich overview and illustration of recent advances in theoretical and methodological approaches to the crosslinguistic study of narrative discourse A red thread throughout the book is that crosslinguistic variation is not merely a matter of variation in form but also in content and aspects of cognition A recurrent perspective on language and thought is that of Dan Slobin s theory of thinking for speaking an approach to cognitive consequences of linguistic diversity The book ends with an epilogue by Herbert Clark Variations on a Ranarian Theme

Relating Events Narrative Set Various Authors, 2020-12-29 This volume represents the culmination of an extensive research project that studied the development of linguistic form function relations in narrative discourse It is unique in the extent of data which it analyzes more than 250 texts from children and adults speaking five different languages and in its crosslinguistic typological focus It is the first book to address the issue of how the structural properties and rhetorical preferences of different native languages English German Spanish Hebrew and Turkish impinge on narrative abilities across different phases of development The work of Berman and Slobin and their colleagues provides insight into the interplay between shared possibly universal patterns in the developing ability to create well constructed globally organized narratives among preschoolers from three years of age compared with school children and adults contrasted against the impact of typological and rhetorical features of particular native languages on how speakers express these abilities in the process of relating events in narrative This volume also makes a special contribution to the field

of language acquisition and development by providing detailed analyses of how linguistic forms come to be used in the service of narrative functions such as the expression of temporal relations of simultaneity and retrospection perspective taking on events and textual connectivity To present this information the authors prepared in depth analyses of a wide range of linguistic systems including tense aspect marking passive and middle voice locative and directional predications connectivity markers null subjects and relative clause constructions In contrast to most work in the field of language acquisition this book focuses on developments in the use of these early forms in extended discourse beyond the initial phase of early language development

Relating Events in Narrative Ruth A. Berman, Dan Isaac Slobin, 2013-06-17 This volume represents the culmination of an extensive research project that studied the development of linguistic form function relations in narrative discourse It is unique in the extent of data which it analyzes more than 250 texts from children and adults speaking five different languages and in its crosslinguistic typological focus It is the first book to address the issue of how the structural properties and rhetorical preferences of different native languages English German Spanish Hebrew and Turkish impinge on narrative abilities across different phases of development The work of Berman and Slobin and their colleagues provides insight into the interplay between shared possibly universal patterns in the developing ability to create well constructed globally organized narratives among preschoolers from three years of age compared with school children and adults contrasted against the impact of typological and rhetorical features of particular native languages on how speakers express these abilities in the process of relating events in narrative This volume also makes a special contribution to the field of language acquisition and development by providing detailed analyses of how linguistic forms come to be used in the service of narrative functions such as the expression of temporal relations of simultaneity and retrospection perspective taking on events and textual connectivity To present this information the authors prepared in depth analyses of a wide range of linguistic systems including tense aspect marking passive and middle voice locative and directional predications connectivity markers null subjects and relative clause constructions In contrast to most work in the field of language acquisition this book focuses on developments in the use of these early forms in extended discourse beyond the initial phase of early language development The book offers a pioneering approach to the interactions between form and function in the development and use of language from a typological linguistic perspective The study is based on a large crosslinguistic corpus of narratives elicited from preschool school age and adult subjects All of the narratives were elicited by the same picture storybook *Frog Where Are You* by Mercer Mayer An appendix lists related studies using the same storybook in 50 languages The findings illuminate both universal and language specific patterns of development providing new insights into questions of language and thought

Relating Events in Narrative: Typological and contextual perspectives Ruth Aronson Berman, 1994 This follow up volume to the frog story studies book *Relating Events in Narrative A Cross Linguistic Developmental Study* 1994 is divided into two main parts Part one focuses on crosslinguistic perspectives whilst part two

offers a variety of theoretical and methodological perspectives

Crosslinguistic Influence in Second Language

Acquisition Rosa Alonso Alonso, 2016-01-11 This volume provides an unprecedented insight into current approaches to crosslinguistic influence CLI The collection investigates a range of themes including linguistic relativity the possible contributions of neurolinguistics the problem of cognitive development and the role of the frequency of structures in acquisition from distinct overlapping and complementary perspectives Chapters focusing on vocabulary morphosyntactic categories semantic structures and phonetic and phonological structures feature in the volume as do over 20 languages in order to offer new insights into both theoretical and empirical issues in CLI including the consequences of great or little similarity in structures between languages The relevance of CLI research for teaching is discussed in a number of chapters as is the phenomenon of multilingualism The collection will appeal to researchers graduate and postgraduate students teachers and professionals interested in the field of CLI in SLA

Language and Emotion Sinead Corkett-Beirne, 2022-09-07 Interjections are linguistic expressions used to express emotion and they can also be used to convey the attitude or mental state of a speaker As well as being an integral part of language interjections play an important role in communication Deficits in social communication and social interaction form part of the triad of impairments in Autism Spectrum Disorder and Language Disorder impacts upon the communicative abilities of a person This study is the first to investigate the use of interjections by children and adolescents with Autism Spectrum Disorder Developmental Language Disorder and a typically developing cohort To date the study of interjections is extremely limited in scope as research within this area has been overlooked by linguists This book strives to address this issue and a novel approach to eliciting interjections through storytelling and spontaneous play is introduced The preliminary study is discussed at length along with its findings but there are also a range of topics covered within the book including neurology emotions theory of mind language acquisition and interjectional usage

Young L2 learners' narrative discourse Christine Möller, 2015-01-28 Wie entwickeln sich Text Diskursf higkeiten bei Zweitsprachenlernenden Dieser bisher weitgehend unbeantworteten Frage geht die vorliegende Monographie in Bezug auf fr hen Fremdspracherwerb nach Untersucht werden narrative Texte von Grundsch lerinnen und Grundsch lern die an einem englischsprachigen Immersionsprogramm in Deutschland teilnehmen einer intensiven Form von CLIL bzw bilingualem Unterricht Ausgehend von einem psycholinguistischen Modell der Diskursproduktion betrachtet der vorliegende Band einerseits auf der Makroebene der Textualit t die Entwicklung der Koh renz der Erz hlungen und andererseits auf der Mikroebene die Entwicklung der Koh sion Die gew hlten Analysemodelle basieren auf Geschichtengrammatik und koh siven Mittel nach Halliday und Hasan 1976 Der Band ist eine der ersten Studien zu Koh renz und Koh sion im Zweitspracherwerb und die bisher einzige solche Studie im Kontext fr hen Fremdsprachenunterrichts Hauptzielgruppen sind Linguistinnen und Linguisten die an Spracherwerb fr hkindlichen Erz hlungen Text Diskurslinguistik interessiert sind sowie Fachdidaktikerinnen und Fachdidaktiker die an fr hem Fremdsprachenunterricht und bilingualem

Unterricht interessiert sind **Communication Sciences and Disorders: From Science to Clinical Practice** Ronald B. Gillam, Thomas P. Marquardt, 2024-08-16 Communication Sciences and Disorders From Science to Clinical Practice Fifth Edition is the ideal introductory text for undergraduate students enrolled in their first course in communication sciences and disorders Written by experts in the field this text contains fundamental information about speech disorders that are related to impairments in articulation voice and fluency while providing the essential information on the speech language and hearing sciences combined with practical information about assessment and intervention practices This new edition provides readers with a wide angle view of communication disorders covering the variety of topics that speech language and hearing scientists study and the variety of individuals that Audiologists and Speech Language Pathologists treat *Second Language Attrition in Japanese Contexts* Lynne Hansen, 1999 This volume introduces the study of language attrition the forgetting of language In this first collection devoted to second language attrition the contributors focus on contexts of loss where Japanese is either the attriting language or the replacing language Bringing together research to substantiate previous hypotheses in the field this book offers new theoretical and practical insights for those interested in language change **Developmental Spans in Event Comprehension and Representation** Paul van den Broek, Patricia J. Bauer, Tammy Bourg, 2013-12-16 This book is about building metaphorical bridges all sorts of bridges At the most basic level it concerns the bridges that individuals build to understand the events that they experience the bridges that connect the events in the mind's eye At another level it is about bridges that interconnect findings and theoretical frameworks concerning event comprehension and representation in different age groups ranging from infancy to adulthood Finally it is about building bridges between researchers who share interests yet may not ordinarily even be aware of each other's work The success of the book will be measured in terms of the extent to which the contributors have been able to create a picture of the course of development across a wide span in chronological age and across different types of events from the fictional to the actual The individuals whose work is represented in this book conduct their work in a shared environment they all have an intellectual and scholarly interest in event comprehension and representation These interests are manifest in the overlapping themes of their work These include a focus on how people come to temporally integrate individual snapshots to form a coherent event that unfolds over time to understand cause and effect and to appreciate the role of the goal of events Another overlapping theme involves the possibility of individual differences These themes are apparent in work on the early development of representations of specific episodes and autobiographical memories and comprehension of complex events such as stories involving multiple characters and emotions The editors of this volume had two missions to create a development span by bringing together researchers working from infancy to adulthood and to create a bridge between individuals working from within the text comprehension perspective within the naturalistic perspective and with laboratory analogues to the naturalistic perspective Their measure of success will be the extent to which they have been able to create a picture of the course of development

across a wide span in chronological age and across different types of events from fictional to actual The Proceedings of the 26th Annual Child Language Research Forum Eve V. Clark, 1995 This book is the product of the twenty sixth annual meeting of the Stanford Child Language Research Forum held in April 1994 The conference included panel sessions organised by Terry K F Au on Does input constrain word learning principles Matthew Rispoli on Pronoun case errors new approaches to an old phenomenon and Janet F Werker on Setting the stage for acquisition experiential influences on infant speech perception Teaching Art Rhian Brynjolson, 2010 This resource is written for classroom teachers art education specialists childcare workers artists working in schools parents who home school their children and school administrators It can also be used as a university textbook for Education students The book provides a framework for teaching art in a way that is integrated with regular classroom practice and mindful of current art curriculum outcomes Although the book focuses on art for primary and middle school students from pre school to grade eight Teaching Art is also useful to art specialists at the high school level who are looking for new strategies or project ideas to add to their established secondary programs Revised and expanded from the author s previous resource Art Illustration This resource integrates new developments in art education

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