

TEACHER NOTES



The FROG BOOK

Nature's Alarm



Sue Lawson
& Guy Holt

Blurb:

What animal can drink and breathe through its skin, taste with its eye and jump up to 30 times its length?

The remarkable frog.

Specifications

Authors: Sue Lawson
Designer: Guy Holt
ISBN: 9781742036571
Format: 297 x 210 mm
Extent: 32pp
Binding: Hardback
RRP: \$24.99
Reading Level: Ages 7-12
Interest Level: 5-12
Age Suitability: Foundation-Year 6
Category: Non-Fiction

Australian Curriculum Outcomes
Foundation to Year 6

Curriculum Links

- LIFE SCIENCE
- BIOLOGICAL SCIENCE
- LIFE CYCLES
- HUMANITIES
- SOCIAL SCIENCES
- GEOGRAPHY

Study Notes

- Life science • biological science • environmental science
- conservation • wildlife conservation • environment
- biology • habitat • citizen science • frogs • amphibians
- impact of humans on wildlife • human responsibility
- adaptations • survival • wildlife • vulnerable and endangered species • humanities and social sciences
- geography

Synopsis

Frogs are remarkable creatures that have lived on earth since the time of dinosaurs. While each breed has its own unique adaptations, all frogs share one thing in common: they play a vital role in the environment and food chain. The health and survival of frogs is dependent on the health of their environment. This is why frogs are known as nature's alarm system.

The Frog Book introduces students to these remarkable and important creatures.

Australian Curriculum Outcomes Foundation-Year 6

Foundation

AC9SFU0
ACSSU002
ACSHE013

Year 1

ACSSU017
ACELY1656
ACSSU211
ACSHE021
ACSHE022
ACSHE024
ACSHE034
ACSHE035
ACSSU211
ACELY1656

Year 2

ACELY1666
ACSSU030
ACSHE034
ACSSU073
AC9S1U01
AC SIS037

Year 3

ACELY1792
ACSSU043
AC SIS090
ACSSU094
ACSHE050
ACHASSI056

Year 4

ACELY1692
ACSSU072
ACSSU073
ACSSU112
ACSHE061
ACSHE120
AC SIS124
AC SIS125
AC SIS129
AC SIS130
AC SIS133
AC SIS139
AC SIS140
AC SIS144
AC SIS145
AC SIS071

Year 5

ACELY1707
ACSSU043
ACSSU176
ACSSU185
ACSHE083

Year 6

CELY1709
ACELY1713
ACSSU094



About the Author



Sue Lawson

www.suelawson.com.au

Sue Lawson writes books for children and young adults. Her books include *You Matter – Be Your Own Best Friend*, *Peregrines in the City*, *What's The Big Idea?* and *An Important Message From Mr Beaky*.



Writing style

The Frog Book writing style features a combination of simple language and scientific terms to introduce students to the remarkable frog. It also offers practical ways that students can protect frogs in their own environment. The book features blocks of easy-to-read text. This allows readers to dip in and out of the text, or read the book in its entirety. The engaging, direct text is suitable for use in classrooms or to be read by an individual. *The Frog Book* is suitable for establishing and independent readers.

About the Designer



Guy Holt

www.guyholt.com

Guy Holt is founder of GUY Design Studio and for more than 20 years has been based in Melbourne, Australia. Guy worked in the UK, Germany and Papua New Guinea before moving to Melbourne. Guy has also written and illustrated *How Far is Deep Space* and *From Space to Core*.



Photographic and design style

The Frog Book features a bright and energetic design which includes a mix of photographs and illustrations to engage young readers. The design serves to present frogs as lively and fascinating creatures, while at the same time staying true to frog science and highlighting frog's importance to the environment.

Before Reading

Frog Word Cloud

As a class brainstorm frogs. Use the words to create a Word Cloud. If using the suggested webpage, select the frog shape from the shape option for added interest. Resource: <https://www.word-clouds.com/>.

After reading *The Frog Book*, revisit the word cloud to see if the class would like to add words. Perhaps create a new word cloud with words and terms from the text.

Examine the Cover

What clues does it give about the genre?

What might the book be about?

Discuss the clues about the book. Ask students to share their reasoning.

- Is this a picture book or a nonfiction book?
- What genre might it be?
- Where might students find this book in the library?

Help students identify the title of the book, author, illustrator and publisher.

- Discuss each person's role in creating a book.
- Which of these roles would students prefer?

Discuss the book's title: *The Frog Book – Nature's Alarm*.

- What clues does it offer readers?
- What questions does the title prompt?

The Blurb

Read the blurb: 'What animal can drink and breathe through its skin, taste with its eye and jump up to 30 times its length? The remarkable frog!'

- What clues does it provide about the book?
- Discuss with students what they already know about frogs.
- On a large sheet of paper create a table, with the headings: 'What we know about frogs' and 'What we want to know about frogs'.
- Revisit the poster after reading.
- Do students want to add anything to either column?
- Were all the questions answered?
- Allocate unanswered questions to pairs to research.

Turn and Talk

After reading *The Frog Book*, have students turn and talk to the person beside them to discuss what they found interesting about the book. Students share their responses with the class.

Guided Reading

As well as *The Frog Book*, the following government website may be useful for senior grade reading activities: <https://www.dcceew.gov.au/sites/default/files/documents/frogs1.pdf>

Categorising Activity

Using the template supplied on page 8, create a large outline of a frog on poster paper. Allocate each student a few Post-It-Notes. Students write facts they found interesting on the notes and stick these to the outside of the frog. As a class, categorise these comments under the headings:

- Appearance
- Diet
- Habitat
- Breeding

Write the categories and facts inside the frog for display in the classroom.

Frog Report

Watch the FrogId Youtube video of frog calls: https://www.youtube.com/watch?v=pei_k4n63_w.

- Break the class into groups.
- Allocate each group one of the following frog species featured in the video:

- Eastern Banjo Frog (Pobblebonk)
- Peron's Tree Frog
- Mottled Barred Frog
- Spotted Marsh Frog
- Orange-thighed Tree Frog
- Green Tree Frog
- Graceful Tree Frog
- White Lipped Tree Frog
- Marbled Marsh Frog
- Striped Marsh Frog

Alternatively, investigate frogs found in your region and allocate these species for students to research. Students research their allocated frog species and create either a report, poster or Power-Point presentation. Research Headings:

- Scientific Name
- Habitat
- Status
- Breeding Habits
- Diet
- Food
- Threats

The following websites are useful online resources:

- <https://australian.museum/learn/animals/frogs/>
- <https://frogs.org.au/frogs/>
- <https://www.australiangeographic.com.au>
- [topics/wildlife/2017/10/the-frogs-of-australia/](https://www.australiangeographic.com.au/topics/wildlife/2017/10/the-frogs-of-australia/)
- https://www.backyardbuddies.org.au/explore-backyard-buddies/?SourceCode=GAds-Search&gclid=Cj0KCQjw2v-gBhC1ARIsAOQdKY0Be6vusOJuwKBOTcm9kpwVTnQ4iLY3Ex_nQaFYJjysfHfjszAWRJYaAp6rEALw_wcB.

Life Cycle Model

Using clay, and with frog lifecycle poster or image as a guide, have students make a model of the frog life cycle. Once finished, students label the model. Older readers could label not only the stages but add information about the changes tadpoles undergo: <https://www.literacyhub.edu.au/teach-and-assess/classroom-resources/shared-reading-texts-teachers-landing-page/life-cycle-of-a-frog-teacher/>.

Environmental Skills

As a class, watch Australian Museum biologist, Jodi Rowley in the Finding Frogs video: <https://vimeo.com/71330538>

Use the following questions as discussion prompts.

- Where (what country) might the researchers be?
- What skills do you think you need to be a frog researcher?
- What preparation might the researchers do before going into the field?
- What dangers may researchers face?
- How are the frogs Jodi Rowley is seeking similar/different to other frog species with which you're familiar.
- Investigate the 'fanged frog'.
- Create a Venn diagram comparing it with the Green Tree Frog.

Citizen Science

As a class, discuss if/when students have heard frog call. Ask students to pose theories as to why they might hear frogs at that time. Divide the class into groups and each group investigates the frogs found in their local environment. Students present their discoveries to the class.

FROGID

Investigate the Australian Museum's Frog ID: <https://www.frogid.net.au/> or <https://www.youtube.com/watch?v=m5nUUB0hjDg>.

If appropriate, as a class, participate in the Australian frog count. As a class, share and tally results weekly. FrogID also has resources for schools.

S.O.F. – Save Our Frogs

As a class, discuss why frogs are important to the environment. Revisit pages 12-13 in *The Frog Book* if necessary.

- Brainstorm what students can do to help protect frogs in their local environment. (Pages 28-29 of *The Frog Book*.)
- List ideas. For older students, allocate time for them to research ways to protect frogs.

Discuss what it would take for people to change their behaviour and what information people might need to change their behaviour. How could students share that information with others?

Other general points to discuss:

- Why is a poster a good way to share information?
- What are the advantages and disadvantages of posters?
- Do posters catch your attention?
- What other ways could you spread the messages?

Examine a selection of posters from these resources:

- <https://www.pinterest.com.au/savethefrogs/save-the-frogs-art-contest/>
- <https://www.pinterest.com.au/pin/563161128403703338/>
- <https://savethefrogs.com/wp-content/uploads/Flyer-How-To-Help-Save-The-Frogs-2022.pdf>

Discuss as a class which posters are most effective. Encourage students to think critically. When examining individual posters consider:

- Does the poster teach people how to change their behaviour?
- Is there enough information?
- Is there too much information?
- Where would you place posters around school and the community?

After discussing posters, divide the class into groups of three. Each group creates a poster to highlight one thing people could do to help frogs.

Frog Pond

As a class, revisit 'Make your own frog habitat' on pages 30-31 of *The Frog Book*. Discuss whether a frog habitat would be suitable at your school. Encourage students to explore:

- Pros and cons, including safety considerations.
- Suitable places for the habitat.
- Who would have to approve the habitat.
- How to educate other class levels about the habitat.

If the school agrees, have students design and build a school frog habitat. If a frog habitat isn't appropriate for your school, students could design and create a 3D diorama of a frog bog using old shoe boxes. Display these around the school.

Useful Resources

- <https://australian.museum/learn/animals/frogs/>
- <https://www.frogs-friends.org/en/>
- https://assets.ctfassets.net/7ngxgjlhb3jq/1rN9MtYOy2eOVjEQ8PXE1p/00c8e511aa1bbe00fb-428933c04112ca/_MIAB_frogID_panels_Sml.pdf



