



wild dog

**Wild Dog Books
Teachers' Notes**

Frogs CloseUp

Synopsis

Frogs are amazing creatures. These remarkable amphibians can live on land and in water. They can breathe air and absorb water through their skin. Many frogs have large eyes that bulge from the top of their head, strong back legs that are good for jumping, and webbed hands and feet that help them to swim. Frogs also go through an amazing transformation during their lifecycle. They begin life as an egg that is part of a mass of eggs called spawn. Once they hatch they transform from an egg into a tadpole, then into a froglet and finally mature into an adult frog. Learn all about these wonderful, adaptable animals in *Frogs Close Up*.

Writing style

Frogs Close Up has been designed with the needs of very early readers and reluctant readers in mind. Text is succinct and simple, with no more than a few sentences on each page. The large format images relate directly to the text, so young readers have multiple entry points to engage with the information. There is a brief glossary in the back of the book, which will aid young readers in developing the tools of research and analysis.

Photographic style

The *CloseUp* series uses photographs that bring the viewer close to the subject that is being discussed. These photographs also have the advantage that the image is static, giving the reader the opportunity to explore the image and look at the subject matter and its features in detail. The photographs are also strongly composed and clearly printed with bright strong colours to increase the appeal to visual readers. Readers can explore how photographs are used to convey messages.

Study notes

Themes:

- Descriptive words
- Species
- Habitats
- Amphibians
- Adaptability
- Breeding / reproduction
- Food and predators
- Camouflage
- Communication
- Lifecycle and transformation

Curriculum link: Literacy

Before reading *Frogs CloseUp*:

- Brainstorm what students know about frogs.
- What is their first response when they look at the cover of the book?
- How do they think frogs would feel to touch? Would it be safe to touch a frog?
- Ask the students if anyone has seen a frog in nature, or at a zoo/museum. What can they recall about their behaviour and appearance?

While reading *Frogs CloseUp*:

- Ask the students to take turns reading a paragraph aloud to the rest of the class. Where appropriate, ask the students what they think certain words may mean.
- Ask the students to keep a table list of the features that help frogs live in their environment. In one column put the feature and in the second column write how the feature helps the frog.

After reading *Frogs CloseUp*:

- Ask the students to reflect on the words they would use to describe frogs and the words that have been used in the book. Ask them to draw up a list of words that can be used to describe frogs.

Curriculum Theme: Critical and Creative Thinking

After reading *Frogs CloseUp* ask the students the following questions:

- What type of animal is a frog?
- Where do frogs live?
- What are the key features of frogs?
- How do these features help them to live in their environment?
- Do all frogs share these features?
- What do frogs eat?
- What is the lifecycle of a frog?
- What are the various stages a frog goes through as it matures into an adult?
- Are frogs predators or prey?
- Which animals hunt frogs?
- How do frogs avoid predators?
- How do frogs communicate with one another?
- How are they different from toads?

Curriculum link: ICT Capability

After reading *Frogs CloseUp*:

- Organise the class into small groups. Assign each group a species of frog from the following website <https://frogs.org.au/frogs/> (for example each group could focus on a frog from a different part of Australia, or only frogs found in your state/region). Ask students to research online and answer the following questions: What are the key features of their frog? How are they different from other frogs? Where are these frogs found? What sort of environment/habitat do they prefer? How big are they? What do they eat? What is interesting about them?

- Ask the children to look for and print images relating to their frog species. Specifically, look for close-up pictures that show the physical characteristics of the frog in detail, their preferred habitat, what they eat etc.
- Ask each group to create a poster collage. Ask them to attach the images they found and to write a short sentence detailing the connection to their frog. All members of the group then take turns presenting their findings to the rest of the class.

Curriculum Theme: Personal and Social Capability

After reading *Frogs CloseUp*:

- Organise the class into two groups. In one group, ask the students to work as a team to construct a word finder puzzle. Ask each student to suggest an appropriate word about frogs using words they have learned from the book. (e.g. burrow, tadpole, poison etc). Once completed, print copies for the other group to complete.
- In the second group, students should work as a team to create a trivia bingo game. Ask each student to suggest a fact they found surprising or interesting. Combine these facts into a game for the whole class.

Find out more

- <https://frogs.org.au/frogs/>
- <http://australianmuseum.net.au/frogs-amphibians>
- <http://sounds.bl.uk/environment/amphibians>
- <http://www.kidzone.ws/lw/frogs/>
- <http://www.sciencekids.co.nz/sciencefacts/animals/frog.html>

Marketing and promotion

Frogs CloseUp is part of the successful *CloseUp* series, which includes *Snakes CloseUp*, *Mini-Beasts CloseUp*, *Crocs CloseUp*, *Spiders CloseUp*, *Wolves CloseUp*, *Human Body CloseUp*, *Elephants CloseUp* and *Sharks CloseUp*. The most recent additions to the series are *Honey Bees CloseUp* and *Ants CloseUp*. Future titles in the series are planned.