

The Frog Book: Nature's Alarm

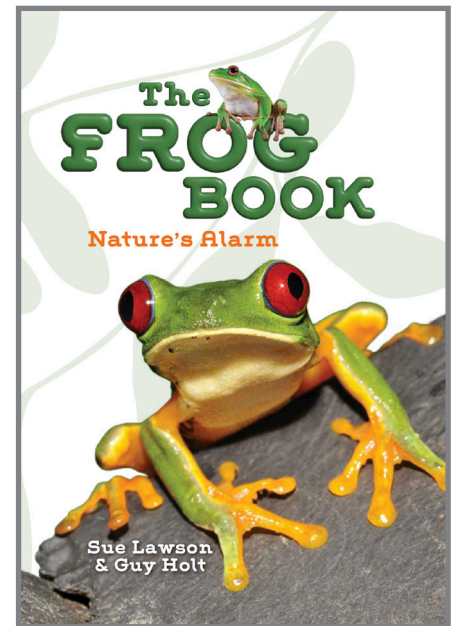
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RECOMMENDED FOR: Lower to Mid Primary



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.

ABOUT THE AUTHOR

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*. Find out more about Sue at www.suelawson.com.au.

ABOUT THE DESIGNER

Guy Holt is founder of GUY Design Studio and for more than 20 years has been based in Melbourne. 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*.

STUDY NOTES

BEFORE READING

- 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.wordclouds.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 word and terms from the text.
- As a class, examine the cover then discuss the following questions:
 - What clues does it give about the genre?
 - What might the book be about?
 - Is this a picture book or a nonfiction book?
 - What genre might it be?
 - Where might students find this book in the library?

- Discuss the book's title: *The Frog Book: Nature's Alarm* then discuss the following questions:
 - What clues does it offer readers?
 - What questions does the title prompt?
- 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!' then discuss the following questions:
 - 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.

AFTER READING

- Have students turn and talk to the person beside them to discuss what they found interesting about the book. Students can share their responses with the class.
- Create a large outline of a frog on poster paper then allocate each student a few Post-It-Notes. Students can then 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 following headings:
 - Appearance
 - Diet
 - Habitat
 - Breeding.
- Ask students to investigate frogs found in their region and allocate these species for students to research. Students research their allocated frog species and create either a report, poster or PowerPoint presentation. They can use the below headings to help with their research:
 - Scientific Name
 - Habitat
 - Status
 - Breeding Habits
 - Diet
 - Food
 - Threats.
- Using clay, and with a frog life cycle poster or image as a guide, have students make a model of the frog life cycle. Once finished, have students label the model. Older readers could label not only the stages but add information about the changes tadpoles undergo.
- 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.
- As a class, discuss if/when students have heard a frog call. Ask students to pose theories as to why they might hear frogs at that time. Divide the class into groups and have each group investigate the frogs found in their local environment. Students can present their discoveries to the class.
- As a class, discuss why frogs are important to the environment. Revisit pp 12–13 in *The Frog Book* if necessary. Brainstorm what students can do to help protect frogs in their local environment. (pp 28–29).

- 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?
- 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 can create a poster to highlight one thing people could do to help frogs.
- As a class, revisit 'Make your own frog habitat' on pp 30–31. 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.