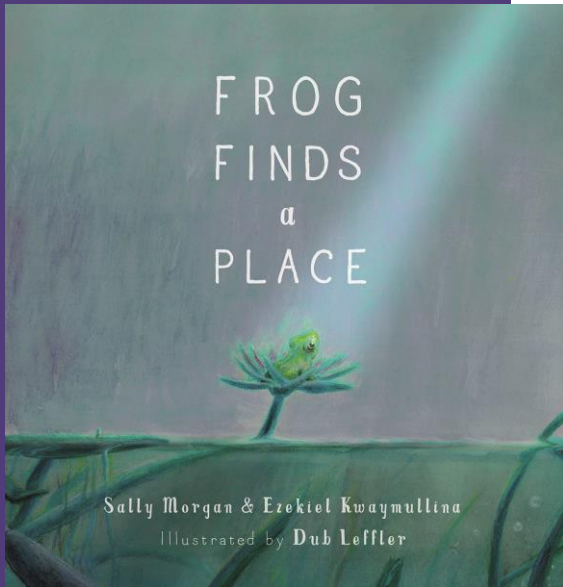


Teachers' Notes

Frog Finds a Place

Sally Morgan & Ezekiel Kwaymullina
Illustrated by Dub Leffler

Teachers' Notes by Rae Carlyle



OMNIBUS BOOKS

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Illustrator	Dub Leffler
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Previous publications

Sally Morgan & Ezekiel Kwaymullina

Magpie Learns a Lesson

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Flying High

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The Memory Shed

(Omnibus Books, 2015)

One Rule for Jack

(Omnibus Books, 2014)

Going Bush with Grandpa

(Omnibus Books, 2014)

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Introduction

From the time that Frog was a tadpole, and a moonbeam shone through the waters of his pond, he has yearned to live with Moon and the stars. One night he dreams that he visits Moon, and from then on he is determined to somehow turn his dream into reality. He spends his days trying to find a way to climb into the sky, but no matter how hard he tries, and despite all the helpful suggestions that the other animals give him, Moon is just too far away. Frog, however, does not give up, and when a dream is powerful enough, sometimes it can come true – and with Owl’s help, Frog’s dream is finally realised in a satisfyingly unexpected way.

About the Authors

Sally Morgan is an Australian Aboriginal author, dramatist and artist, widely known for her first book, a family history called *My Place*. Her artwork is represented in many collections both in Australia and overseas. She often writes with her son, Ezekiel Kwaymullina.

Ezekiel Kwaymullina is an established author who specialises in writing for young adults and children. He is the author of *My Country* and many other successful picture books.

About the Illustrator

Dub (David) Leffler is one of thirteen children and grew up in the small town of Quirindi, south of Tamworth in New South Wales. He is descended from the Bigambul and Mandandanji people of south-west Queensland. He began his visual arts career as an animator and has worked as a muralist and art teacher. He has illustrated several children’s books.

Activities

English

In *Frog Finds a Place*, the authors have used several different verbs, or action words, to describe how Frog moves around on land and in the water. These words include *hopped*, *leaped*, *sprang*, and *jumped*.

- 1) What other words can you think of that can be used to describe how a frog moves on land?
- 2) What words can you think of that could describe a frog moving through the water?

- 3) Think of some words that might describe a tadpole moving around in a pond. Are they the same as the words you would use for a frog moving? Why/why not?
- 4) In small groups, or individually, choose another animal from the story.
 - Think of as many words as you can that could be used to describe how your chosen animal moves around.
 - Share your words with the class. Can they guess from your list which animal you have chosen?
 - As a class, see if you can move around the classroom or playground in the ways described by all the words you have thought of.
 - Create an animal-movement dance.
- 5) What words can you think of that could be used to describe what a frog looks like? (These words won't be action words like *leaped* and *jumped*, they will be adjectives and adverbs.)
- 6) How many words can you find in the book that describe what Frog, his friends, and the world around him look like?
- 7) Choose one of the words you have talked about and paint a picture that represents that word.

Science

- 8) Investigate the life cycle of the frog, and how it changes from egg to tadpole, and finally to frog. Research frogs online or in the school library, and draw a poster illustrating the different stages of their development. Show on your poster when they get legs, when their tails drop off, and when they leave the water. You can also include information about what they eat and where they live.
- 9) Set up a fish tank as a frog habitat. You will need water, aquatic plants, and some rocks that have their tops above water level. Research what sorts of food frogs and tadpoles eat, and how to feed them. Keep tadpoles in your habitat. Observe them daily, and record the changes in their bodies as they grow into frogs. (You might be able to catch tadpoles in a pond or creek near your school or you may have to buy them from a pet shop.)
- 10) Go on an excursion to a local wetland. Before you go, research wetlands in the school library or online.
 - What lives in wetlands?
 - What wetland animals (if any) live in your local area?

- What plants grow in wetlands – both types of plants, and varieties specific to your region?
- What plants, animals, and insects do you see at your local wetlands? Write a list of all the things you see, and draw pictures of them.
- Draw a picture of the wetland environment you visit and label the different areas and habitats. You can either draw a landscape view of the area, an aerial view, or an illustrated map.

Creative Activities

- 11) In the story, spider spins a silken web that he uses to climb from one place to another.
- Use crayon and dye to make a spider-web painting. Draw the spider web in crayon first – use metallic crayons if you can – and then paint a wetland background using dyes over the top of your crayon drawing. Remember to look carefully at the shape of a spider web before you start. You might like to go for a walk around the school grounds and see if you can find a spider web to look at, or you can search pictures online.
 - Make a spider web collage using coloured paper and yarn. You will have to glue the yarn very carefully to make the spider-web shape. Make a pompom spider from black or brown yarn to sit in the centre of your web.
 - Experiment with making a giant web in your classroom. Tie long pieces of yarn to the backs of chairs or legs of desks, and tie shorter pieces of yarn to the long ones. How easy is it to make a spider web shape? What would make it easier for you – and what advantages do you think a spider has that helps them spin a web quickly and easily?
- 12) Go for a walk around the school grounds and collect interesting looking leaves. Try to find longer, thin leaves if possible. Back in the classroom, use your leaves to help you create a picture of a ferny ladder like the one in the story. Dip your leaves in green paint, and use them as stamps to make leaf shapes on paper. You can draw the spine of the fern with a brown or black marker, and then stamp your leaf shapes to make the ferny ladder pattern on either side of it. For a challenge, try using several different greens on the leaf at once – look at the pictures of ferns in the book for inspiration on how to do this.
- 13) Learn a song about frogs or a frog. How many songs with frogs in them do you already know, and do your classmates know? Perform your frog songs at assembly, or for another class.
- 14) Write a poem about frogs, or about a frog. Share your poem with the class.

- 15) Do you know any stories, books, or movies which feature frogs in them? Share your knowledge of any frog stories with your class.
- 16) Play a game of leap frog.
- 17) Use plasticine, clay, or playdough to make a model frog. Be sure to give your frog big googly eyes.
- 18) Make a frog pond fishing game. Draw pictures of frogs and fish on cardboard, cut them out, and attach paper clips to them. Tie a magnet to a piece of string, and tie the other end of the string to a ruler or stick to make a fishing line. Put your frogs and fish in a plastic tub for the pond, or you can draw a pond on a large piece of paper. Take turns fishing in the pond and seeing what you can catch.
- 19) Make a frog mask. Draw a circle on green cardboard or paper, draw two half circles on top for the eyes, and two bulges on the sides for the sides of the frog's face. Glue white paper half-circles inside the green half-circles, and use a black pen to draw the pupils of the eyes. Make small holes for the frog's nostrils, and for you to see through! Use a darker green paint to make dots on the frog's face for texture. Glue your mask to a stick so you can hold it in front of your face, or punch holes at the sides and thread hat elastic through to hold it to your head.
- 20) Fill a glass, or a fish tank with water. Stick green paper to the back of the glass or tank (on the outside of it), and experiment with shining the light from a torch through the water. What does the light look like through the water? Put some leaves or grass in the water, and observe how the light illuminates them. What do you think moonlight would look like underwater? Try to adjust your lighting and greenery to give the impression that you are looking at moonlight in the water.
- 21) Look at the picture where frog is visiting the moon in his dream and sitting on a multi-coloured star. Use this picture as inspiration for a multi-coloured skyscape picture of your own. Cut a large circle from black or very dark blue cardboard and use splatters of brightly coloured acrylic paint for your stars. You might want to experiment with different ways of putting the paint on the paper. You can flick it from the end of a brush, drip it from an overloaded brush or a small spoon, or dab it with the wrong end of a paintbrush or with a pencil. You might choose to use combinations of these techniques, or invent one of your own! You can also try running the end of your paintbrush through two colours of wet paint on your page to blend them slightly, and get a rainbow effect. As a final touch, you might want to paint a bright green and blue planet on white paper, cut it out, and glue it to your skyscape.