

## Frog Alert



**Topic:** Conservation/Environment/Science/Animal Kingdom

**Curriculum link:** Natural Science

**Text type:** Report – problem/solution

**Reading level:** 18

**Word count:** 452

**Vocabulary:** chemicals, detergents, disappearing, forests, frogwatch, introduced, habitats, lakes, ponds, pollution, protected, recycle, sensitive, streams, suffer, swamps, tadpoles, thin, waterways, wetlands

**Possible literacy focus:**

- Interpreting the photographs of frogs.
- Using the text to make inferences about frogs and how they are affected by their environment.

## Follow-up activities

### Understanding text structure – Report

Explore the structure of a report with the children. A report provides factual information about things. In each section, an opening statement is followed by facts about the topic. Diagrams and labels may also be used. In *Frog Alert* there is also a call to action on the part of the reader. On pages 22 and 23 there are suggestions for what people can do to help frogs.

### Subject-specific vocabulary

Write the following words on the board: wetlands, tadpoles, polluted, chemicals, swamps, croak. Ask the children to find these words in the text. What do they mean?

Point out to the children that subject-specific words are sometimes used in a book.

*Why did the author choose these particular words?*

*How did they help you to understand the text?*

*Are there any other words in the text that you do not understand?*

*Where could you find out the meaning of these words?*

### Summary chart

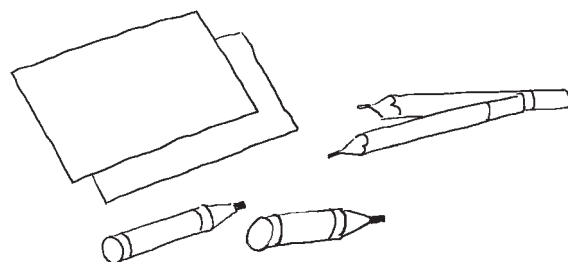
Draw up a summary chart like the one below, for children to bring together everything they have learnt from the book. Encourage the children to refer back to the book to confirm their ideas.

Frog feature	Facts	How frogs can be harmed
Thin skins	Frogs take in water through their skins. Frogs do not drink water through their mouths.	They can take in chemicals from the air and water through their skin.
Jelly eggs		
etc.		

## Extra frog facts

You will need:

books on frogs, access to the Internet, paper, pencils, felt pens



1. Find out about other types of frogs.
2. What do they look like?
3. Where do they live?
4. What are the features of their habitat?
5. Are there any threats to their habitat?
6. Write down the frog facts you find.
7. Present this information as a chart and decorate it with drawings of frogs.

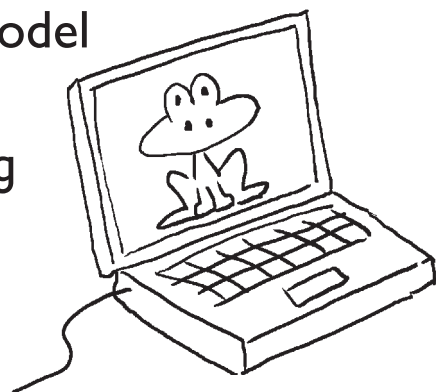
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## Model of a frog

You will need:

cardboard, small boxes, newspaper, plastic containers, icypole sticks, straws, pipe cleaners, cellophane, material, crepe paper, paint, paper, pencils, coloured pencils, glue, sticky tape, scissors, stapler, staples

1. Work with a partner to make a model of a frog.
2. Make an environment for your frog as well.
3. Label your model.
4. Share your work with the class.



# Frog descriptions

Write about these frogs. Describe them very carefully.



What does it look like?

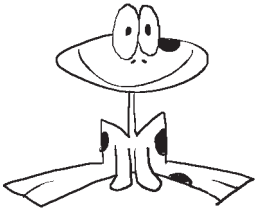
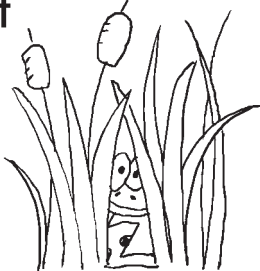
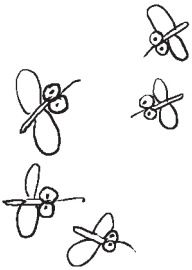


What does it look like?

**Instructions** Ask the children to use descriptive words (adjectives) when writing about each picture.

# Frog watching

Go 'frog watching'. You could go to a real frog habitat or look through books and on the Internet. Fill in the following information about the frogs that you find there.

	Frog 1	Frog 2
Common name		
Scientific name		
Size		
Description 		
Habitat 		
Diet 		
Notes		

**Instructions** Provide the children with resources on frogs from the library and provide access time on the Internet (if available).