



**Teacher Edition**

**AlphaWorld**

# Frog Bog

**Written by Hannah Reed**

**Photography by Michael Curtain**



Horwitz Education  
A Division of Horwitz  
Publications Pty Ltd  
55 Chandos Street  
St Leonards NSW 2065  
Australia

Horwitz Gardner Limited  
168c High Street  
Egham, Surrey  
TW20 9HP  
United Kingdom

Published edition  
© Eleanor Curtain  
Publishing 2005  
Text © Nicole di Marco  
Photographs © Eleanor  
Curtain Publishing

First published 2005

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Developed by  
Eleanor Curtain Publishing  
Text: Nicole di Marco  
Consultant: Susan Hill  
Designed by  
Alexander Stitt  
Production by  
Publishing Solutions

Printed in China

ISBN 0 7253 3127 5

1 2 3 4 5 6 7 8 9  
05 06 07

## How to use this book

The AlphaWorld teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

### Before reading

#### Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

### During reading

#### Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. The children then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

#### Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

### After reading

#### A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

## Selected text features

- Text is written in the first person
- Colour photographs support the text
- Sample web pages

## Vocabulary

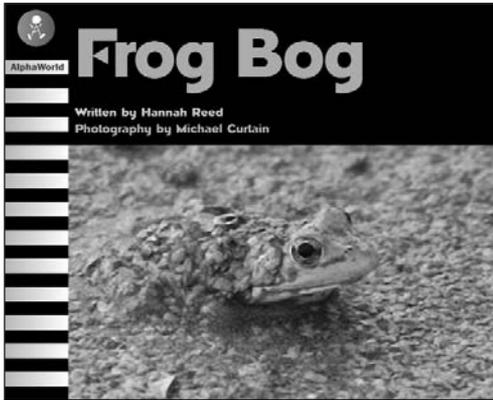
Amphibian Research Centre, chemicals, chirping, endangered, frog bog, habitat, insect sprays, Internet, mallet, pollution, tadpoles, underground, whistling

## Setting the context

Discuss what the children know about frogs. Ask the children to brainstorm as many words as they can about frogs and record these on a chart.

## Background information

Many types of frogs are endangered. Frogs live on land and in water and are very susceptible to habitat pollution and damage. A frog bog is a place where frogs live and lay their eggs. By making a frog bog you can help to create a clean environment for frogs. This will help frogs survive.



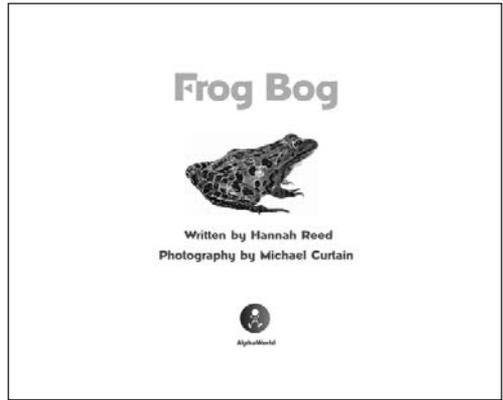
## Front cover

Show the front cover.

*This book is called Frog Bog.*

*What can you see on the front cover?*

*What do you think a frog bog is?*



## Title page

Turn to the title page.

*What is this page called? What does the title page usually have on it?*

Read the title, author and photographer together.

● **Predict**

*This girl and her mother thought that the muddy patch in their back yard would make a good frog bog.*

*What do you think a frog bog is?*

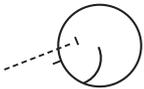
*How could they find out how to make one?*

● **Read** to the end of page 3.

● **Reflect**

*What is a frog bog?*

*What do you think the 'Amphibian Research Centre' is?*



**Observe and support**

Can the child use knowledge of phonics to support their reading?

Do they identify the digraph /ph/ in the middle of amphibian? Mask the rest of the word showing only the /ph/.

*Can you think of the sound that these letters might make? Have you seen them in other words?*



There is a muddy patch in the corner of our garden that turns into a muddy puddle when it rains.



Mum and I thought that the muddy patch would make a good frog bog — a place where frogs live and lay their eggs.

I wrote to the Amphibian Research Centre to ask for information about making a frog bog. I got a reply straight away.



## **Predict**

Discuss with the children where they would find information that looks like this. Discuss using the Internet.

*The girl looked on the Internet and this is what she found. The first page answers the question, ‘Why make a frog bog?’ It says that because frogs breathe through their skin and live on land and water, they can be harmed by pollution and damage to their habitat. By making a frog bog, how could you help frogs?*

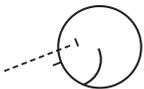
*The next page talks about how to make a frog bog. It says that you need to mark out the shape of your frog bog and dig a hole. What else do you think you would have to do? It also says to be patient. Why would it say this?*

## **Read** to the end of page 5.

## **Reflect**

*Why is it important to help frogs survive?*

*What do you need to do to make a frog bog? What do you need to remember?*



## **Observe and support**

Can the child understand the Internet interface?

*What are the arrows for? What do the other symbols on the top of the page mean?*

*What does ‘address’ mean? How do you read this page?*

Back Forward Home Mail

Address: <http://frogs.org.au/>

## Why make a frog bog?

Frogs live on land and in the water, and they breathe through their skin. This means that they can be harmed by pollution in the land, water and air. When their natural habitat is polluted or destroyed, frogs cannot survive. Many types of frogs are endangered.

By making a frog bog in your garden, you can help to create a clean habitat for frogs. This will help more frogs to survive.



Back Forward Home Mail

Address: <http://frogs.org.au/>

## How to make a frog bog

Find a low or muddy place in your garden.

Mark out the shape of your frog bog and dig a hole.

Line the hole with newspapers and cover the newspapers with a rubber sheet. Cover the rubber sheet and banks with mud.

Fill your frog bog with water.

Put branches and logs or rocks in the water and around the edge.

Plant water-loving plants that grow in your area in and around your frog bog. These will provide shelter and food for tadpoles and frogs.

Be patient. Frogs will find their way to your frog bog, but it may take time.

Check for frogs' eggs and tadpoles and listen for frogs!

**REMEMBER!** Do not use insect sprays or other chemicals in your garden.

Frogs need clean land, air and water, and plenty of insects to eat.



Keep cats away from your frog bog. **Cats eat frogs.**



## **Predict**

*The girl also did some research to find out about the frogs that might visit her frog bog. She discovered three different types of frogs: the Growling grass frog, the Eastern froglet and the Whistling tree frog. What sorts of sounds do you think they will make?*

Turn to page 8.

*After they read all the information the girl and her mother decided to make a frog bog bigger than their muddy patch. Look at the photos. How will they go about making a larger frog bog?*

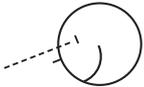
## **Read** to the end of page 9.

## **Reflect**

*Where do frogs lay their eggs?*

*What is the difference between a tadpole and a frog?*

*Why did the girl and her mother need to bang wooden pegs into the ground?*



## **Observe and support**

Ask one child to read aloud to you while the others are reading silently.

Does the child read the text in a phrased and fluent way?

*I liked the way you read that. It sounded like talking.*



Growing grass frog

I also did some research to find out about the frogs that might visit our frog bog.

One frog we might find in our frog bog has a croak like a dog's growl.

One frog sounds like a cricket.

Another frog burrows underground during the hot summer months. It comes out again in cool, wet weather. It makes a sound like a bird whistling.



Eastern froglet



Whistling tree frog



These frogs lay their eggs in still water, or on plants near the water. When the tadpoles hatch from the eggs, they live in the water until they grow legs and become frogs.



7



Mum and I read all the information and decided we would make a frog bog that was even bigger than the muddy patch.

We laid a hose out on the ground to mark out the shape of our frog bog. Then we used a mallet to bang wooden pegs into the ground around the edge of the hose. When we took away the hose, we could still see the shape of our frog bog.



One of our friends came over with his earth mover to dig up the ground inside the wooden pegs. He dug a big, shallow hole for us.



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## **Predict**

*The girl and her mother lined the inside of the hole with layers of newspapers. They put a big rubber sheet on top before they filled the hole with water. Why would they do this?*

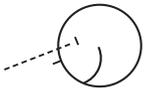
Turn to page 12.

*The next morning they found some branches and logs to put around the frog bog. Why would they do this?*

## **Read** to the end of page 13.

## **Reflect**

*What sounds could the girl hear at night after she started making the frog bog? What did she think the sounds were?*



## **Observe and support**

Does the child integrate a range of information to solve problems when reading?

*How did you know that word was 'growling'?*

*What can you see in the picture? What would make sense?*

*What letter does it start with?*

Mum and I lined the hole with layers of newspapers and put a big rubber sheet over the top.

The rubber sheet stops the water in a frog bog from soaking into the ground. The newspapers help to protect the rubber sheet from sharp rocks in the ground.

We put some of the mud back on top of the rubber sheet. We put the rest of the mud on the banks of our frog bog.

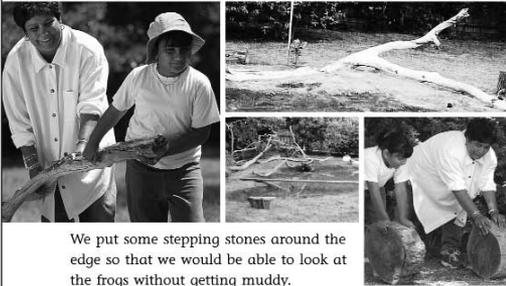


Then we filled the hole with water. We put a plank over our frog bog so we could walk from one side to the other.

That evening, I thought I could hear a sound like a cricket chirping in the garden, but Mum couldn't hear anything.



In the morning, we found some branches and logs to put around our frog bog for the frogs to climb on.



We put some stepping stones around the edge so that we would be able to look at the frogs without getting muddy.

That night, I thought I could hear a growling sound coming from behind a log. I asked Mum, but she couldn't hear anything.



## **Predict**

*The girl and her mother are ready to put plants in their bog but they aren't sure which ones to choose. Where could they go for help? What sort of plants do you think they will need?*

Turn to page 16.

*When they finished planting they spread straw on the ground to help keep the ground damp. Why would they need to do this?*

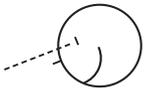
*The next morning they discovered a big problem. There was oil floating on top of the water. What could they do now?*

## **Read** to the end of page 17.

## **Reflect**

*Why is it important to put the plants in different parts of the bog?*

*How do you think the oil got there? Why is it a problem?*



## **Observe and support**

Can the child recall the steps needed to make a frog bog?

*How did the girl and her mother make their frog bog?*

*What did they do first? What happened next?*

We were ready to put plants in our bog but we didn't know which ones to choose. So we went to the nursery and asked about plants that live in our area in water or very wet places.



We chose lots of plants and took them home.

10



We put some of our plants in the deepest water.



Frogs often hide in plants near the water, so we planted some around the edge.



Tadpoles often hide in plants in shallow water, so we planted some in the shallows of our frog bog.



11

When we had finished planting, we spread straw on the ground around our frog bog. Straw helps to stop the ground drying out in hot sun and keeps the roots of plants damp and cool.

Our frog bog didn't look so muddy when we had finished.



12

But the next morning when we went to check on our frog bog, we discovered a big problem. There was oil floating on top of the water. How had it got there?

We were really worried because tadpoles and frogs need fresh water to live in. They would die in polluted water.



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● **Predict**

*The girl searched the Internet to find information. She discovered that having plenty of plants growing in a frog bog helps to clean the water. Do you think the girl still needs to worry?*

Turn to page 20.

*What can you see in the photos? What do you think they are doing?*

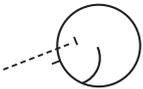
*It says that one day something wonderful happened. What do you think happened?*

● **Read** to the end of page 21.

● **Reflect**

*How did the water in the frog bog become polluted?*

*The girl and her mother didn't see any frogs for some time, but what did the girl think she could hear?*



**Observe and support**

Can the child understand the literal meaning of the text?

*How long did it take for the water to get cleaner? How do you know?*

I searched the Internet to find the information we needed.



Back Forward Home Mail  
Address: <http://frogs.org.au/>

### Frog bog problems

What should I do if the water in my frog bog is polluted?

Even if you are keeping rubbish and chemicals out of your garden, the water in your frog bog may be polluted. This happens if there is rubbish buried deep under the ground. When the ground gets wet, pollution from the rubbish can get into the water.

But don't worry. If you have plenty of plants in your frog bog, they will help clean the water as they grow. So be patient, and the pollution will disappear.



So we looked after our frog bog and waited.

Months went by. As the plants grew, the water got cleaner.



We still hadn't seen any frogs. Mum couldn't hear it, but I was sure I could hear a whistling sound in the garden on quiet evenings.



Then one day, something wonderful happened.



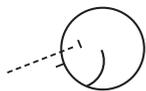
● **Predict**

*The girl and her mother found frogs' eggs and tadpoles in their frog bog! Why don't you think they saw them sooner? How do you think this recount will end? Read and find out.*

● **Read** to the end of page 24.

● **Reflect**

*Do you think the girl might have been right about there being frogs in the frog bog when she heard chirping, growling and whistling sounds? Why? Would you like to make a frog bog? Why?*

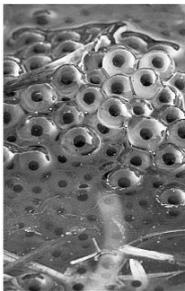
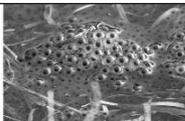


**Observe and support**

Do the children monitor their own reading?  
Do they notice when they make an error?  
*You made a mistake on that page? Can you find it?*  
*What would sound right?*

We found frogs' eggs and tadpoles in our frog bog!

Mum and I could both hear frogs croaking in the garden.  
They must have been hiding in the plants around our frog bog, or under some of the branches.



Now people often come to visit our frog bog.  
We always have a lot to show them.



## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

*Why is it important to make a frog bog?*

*Why do you think the girl and her mother made a frog bog?*

*How do you make a frog bog?*

*What can you do if the water in your frog bog becomes polluted?*

*Would you like to make a frog bog? Why?*

### Being a code breaker

Explore the following language features:

- Similies: ‘croak like a dog’s growl’, ‘... like a cricket’, ‘... a sound like a bird whistling.’
- Using an apostrophe for possession: dog’s growl, frogs’ eggs.

### Being a text user

Refer to the brainstorm about frogs generated before reading. Discuss any differences between the brainstorm and the information in the book. Invite the children to add to the brainstorm.

*What did we learn about frogs by reading this book?*

### Being a text critic

*What did the author need to know to write this book? How might she have learned this information?*

*What does she think about frogs?*

*Why do you think so?*

## Responding to text

 Discuss how the girl in the book used the Internet to find information about frogs. Get children to select an animal they would like to investigate and to search for information about it on the Internet. Get them to print out a page of the most interesting information they found. Children could share how they went about this research and how they overcame any problems they encountered.

 The children could sequence the events to make a frog bog. Provide the information in the form of mixed up sentences and ask the children to put them in the correct order.

 The children could look through this book and other familiar books to list words that have an apostrophe of possession (to show something belongs to someone). Then they could be sorted into their singular and plural forms.

Singular	Plural
a dog's growl	frogs' eggs

## Writing links

On the Internet find a short report about frogs found. Read through it together and discuss the information. Develop note-taking skills by circling the key words and writing them as a list. Model writing a sentence about frogs using one of the key words without looking back at the original information.

The children could then use other key words to write their own sentences about frogs.

## Possible assessment focus

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Can the children:

- understand the Internet interface?
- describe the steps needed to make a frog bog?



whole text activity



sentence activity



word activity

# Frog Bog

**Topic:** Environment/Conservation/Roles and Responsibilities

**Curriculum link:** Study of Society

**Text type:** Recount

**Reading level:** 20

**Word count:** 1015

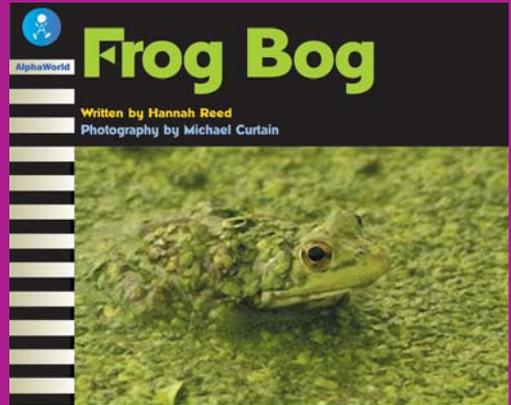
**Vocabulary:** Amphibian Research Centre, chemicals, chirping, endangered, frog bog, habitat, insect sprays, Internet, mallet, pollution, tadpoles, underground, whistling

## Possible literacy focus:

- Researching information on the Internet.
- Putting in sequence the steps taken in making a frog bog.

## ESL possibilities:

- Discussing key vocabulary prior to reading: amphibian, endangered, habitat, pollution, research.
- Using a dictionary to check the meanings of new words.



## Summary

In this book a girl describes how she and her mother transformed a wet, muddy patch in their back yard into a suitable habitat for local frogs.

AlphaWorld



ISBN 0-7253-3127-5



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