

Teacher Edition

Fantastic Frog Facts

Written by Sarah O'Neil



alphakids



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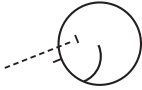
How to use this book

Before reading: Talkthrough




Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- Question and answer book about frogs
- Photographic sequence shows the frog's life cycle
- Captions provide additional information
- An index is provided

Vocabulary

slimy skin, webbed feet, toads, frogs, swamps, water, desert, hatch, eggs, tadpoles, tails, tongues, skins, shed, sticky toes

Setting the context

Ask: *What kind of animal is a frog? Where do frogs live? What do they eat and drink? How do they move? What else do you know about frogs? What else would you like to know about frogs?*

Discuss these questions noting any questions on the board for future reference.

Background information

Frogs are amphibians and begin their lives in the water as tadpoles. As they mature their bodies undergo huge changes until they become frogs. Frogs are insectivores. They are able to live in many different environments.

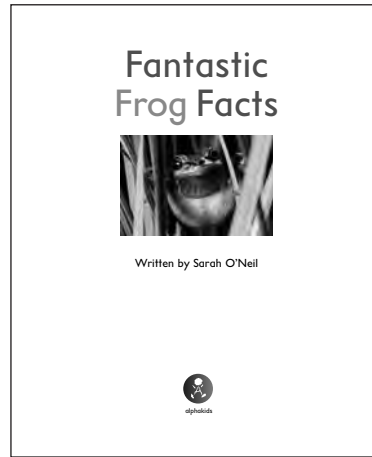
Introducing the book

This book is about frogs. It tells us some amazing facts about how frogs eat, breathe and grow and change.



Front cover

Look at the cover together.
What do you notice about this frog? What is it like?
Point out the title and the author's name.



Title page

Read the title together.
Discuss the purpose of the title page.
What is this frog like? How is it the same as the frog on the cover? How is it different?



Talkthrough

Discuss the contents page.

How is a contents page organised? What is it for?

Read through the headings. Point out that each heading is a question.

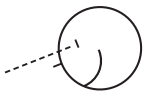
What does this tell us about how the book will be written?

Point out that a contents page helps you to choose where to start reading a book, and that you don't have to read from the front to the back.

Look at pages 4–5. Point out the caption under the photograph on page 4.

What is this piece of writing called? What does it tell us? In this book a lot of extra information is provided in the captions. They all start with the words 'Did you know...?'

This caption tells us that toads are frogs too. Did you know that?



Observe and support

Does the child use a range of information on the page to support their reading?

You read, 'Frogs have two big eyes, long back legs, slimy skin and webbed feet.' What did you check to make sure that the word was 'slimy'?



Contents

What are frogs? 4

Where do frogs live? 6

How do baby frogs grow? 8

How do frogs catch food? 10

How do frogs drink? 11

How do frogs move? 12

Why do frogs hide? 14

Index 16

What are frogs?

Frogs are animals.

Frogs have two big eyes,
long back legs, slimy skin
and webbed feet.



4

Did you know that toads are frogs too?



5



Talkthrough

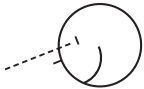
Point out the that the heading on page 6 is a question.

What will we find out about on this page? How do you know?

What kinds of places do frogs live in?

Look at page 7.

What information does the caption tell us?



Observe and support

Can the child use information in the photographs and text to understand new vocabulary?

What is a swamp? What helped you to work that out?

Where do frogs live?

Frogs live in many parts of the world.

Most frogs live in swamps.

Some frogs can live in the desert.



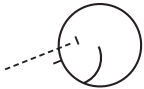
Did you know that most frogs begin life in water,
but spend the rest of their lives living on land?



Talkthrough

This page has four photographs across the top of the page. What do you think the author is trying to tell us about in these photographs? How will you read the writing underneath?

Point out that each sentence is directly related to the photograph above it.

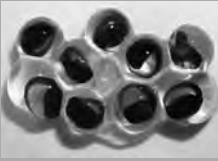


Observe and support

Can the child use the text to interpret the information contained in the photographs?

What are frogs' eggs like? How do you know?

How do baby frogs grow?



Baby frogs hatch from eggs and live in water.



Baby frogs are called tadpoles.



As they get bigger they grow legs and lose their tails.



Then they are frogs.



Did you know that it takes 12–16 weeks for a tadpole to become a frog?



Talkthrough

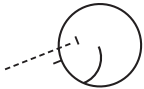
Look at the frogs on pages 10–11.

What do you notice about these frogs?

The book tells us that frogs use their eyes to help them swallow. It also says that frogs can drink through their skins.

Point out the photograph of the frog on page 13.

How far do you think this frog can jump? Where did you look to find out this information? What part of its body helps it to jump that far?



Observe and support

Does the child check what they read with the phonic information on the page?

Point out the word ‘webbed’.

How did you know what that word was? What did you check at the start of the word? What did you look for at the end of the word? What else did you check?

How do frogs catch food?

Frogs eat small animals.

Most frogs use their tongues
to catch food.



How do frogs drink?

Frogs drink water through their skin.
They need to keep their skin wet.

Did you know that frogs shed their skins
and then eat them?



How do frogs move?

Frogs have strong legs
that are good for jumping.
They have webbed feet
that help them to swim.

Did you know that some frogs have sticky toes
and they use them to stick to things?



Did you know that some frogs can jump
as far as twenty times their own length?



Talkthrough

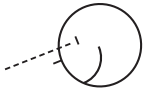
Turn to pages 14–15.

This page tells us that frogs have enemies. What enemies do you think they might have? How might frogs keep themselves safe from their enemies?

Turn to page 16 and point out the features of the index.

How is an index organised? How do you use it?

You may like to demonstrate how to use an index to find information.



Observe and support

Can the child read the text fluently?

I liked the way that sounded when you read it. It made it easy for me to understand.

Why do frogs hide?

Frogs are food for many animals.
Even other frogs will eat them.
Frogs hide to stay safe.



Did you know
that some frogs
hide from enemies
by changing colour
to look like their
surroundings?



14

15



Index

desert 6
eyes 4
feet 4
legs 4, 12
skin 4, 11
swamps 6
tadpoles 8
tongues 10

16

Fantastic Frog Facts

Being a meaning maker

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

How do baby frogs grow and change?

Why do frogs need to stay moist?

Why might frogs be endangered?

Being a code breaker

Children may like to explore the following language features:

- The blend 'fr': frog, from.
- The rime 'og': frog, bog, dog, cog, fog, hog, jog, log.

Being a text user

Children could investigate the use of captions.

How do you know that some writing is a caption? What do captions tell us?

Children could explore the use of an index.

How is an index organised? How do you use an index?

Being a text critic

Is the information in this book accurate? How could we check?

Responding to text



Children could make a concept web showing all of the things they have learned about frogs. This could be used as the basis for writing a report about frogs.



Children could work in cooperative pairs to make a model of a good place for a frog to live. Supply Plasticine, leaves, small stones and water. Encourage the use of labels and captions to explain the features of the frog's habitat.



Children could make lists of words with the blend 'fr': frog, from, frown, froth, free, freeze, fridge.

Writing links

Shared writing

Discuss the features of labelled diagrams. List these features on the board. Together make a labelled diagram of a tadpole. Discuss the use of pointers, labels, and the type of illustration used.

Independent writing

Children could make labelled diagrams of frogs showing their features and explaining how the frog uses each part. For example, 'Frogs catch food with their tongues.'

Assessment

Can the child:

- Explain the structure of the book? (question and answer)
- Understand the photographic sequence of the frog's life cycle?
- Explain what a frog is?
- Explain why the 'Did you know...?' captions were included in the book?



whole text activity



sentence activity



word activity



Teacher Edition

Topic: Living things

Curriculum link: Science

Text type: Question and answer

Reading level: 14

Word count: 125

Vocabulary: slimy skin, webbed feet, toads, frogs, swamps, water, desert, hatch, eggs, tadpoles, tails, tongues, skins, shed, sticky toes

Possible literacy focus

Reading question and answer books.

Understanding a photographic sequence with captions.

Gaining information about the topic from the text and the photographs.

Summary

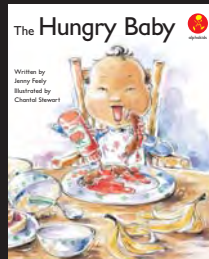
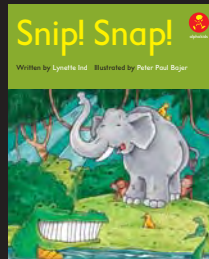
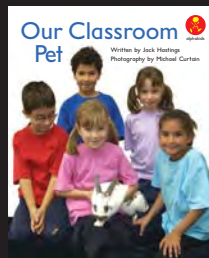
This book is a question and answer book about frogs. It has amazing facts about how frogs eat, breathe, and grow and change.

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Other books at this level



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