



Teacher Edition

AlphaWorld

Frog Alert



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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

- Introduction
- Colour photographs support the text
- Glossary

Vocabulary

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

Setting the context

Write the word 'Frogs' on a chart and ask the children to brainstorm as many words as they can think of in response. These words could be listed under various headings, for example, where frogs live; what they look like; facts about frogs.

Background information

This book argues a case for looking after frogs. Frogs are important indicators of the health of the environment. Because frogs live in the water and on land, they are vulnerable to both air and water pollution. Therefore, changes to a habitat often have an early impact on frogs. When frogs are active in a habitat they sing. Their songs tell us that the habitat is probably a healthy place.



Front cover

Show the front cover.

Read the title and the name of the author.

*What does 'alert' mean? Why might the author have used this word in the title?
What might he be trying to say?*



Title page

Turn to the title page.

What can you see in the picture?

● **Predict**

This is the contents page. Let's read through it together to see if it helps us work out what this book is about.

Discuss any words the children have difficulty with.

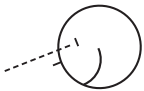
Turn to page 4.

This is the introduction. It says that frogs live in many different places, such as forests and wetlands. What happens to frogs if people make changes to wetlands and forests?

● **Read** to the end of page 5.

● **Reflect**

Are frogs sensitive to changes in their habitats? How do you know?



Observe and support

Can the child use the contents page?

Can you find the section on 'jelly eggs'? What page is it on?

What section starts on page 18?



Contents

Introduction	4
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Introduction

Many frogs live in forests and wetlands.

People do some things that change the forests and wetlands. Frogs may be harmed by these changes.



Predict

Frogs spend the first part of their lives as tadpoles living in water.

What is a tadpole? Have you ever seen one? What was it like?

When tadpoles become adults, where do they live?

Turn to page 8.

Look at the photos of the frogs. What does their skin look like?

Have you ever touched a frog? What did it feel like?

Frogs have very thin skins so that they can take water into their bodies. They don't drink water through their mouths.

How could living in polluted water affect frogs?

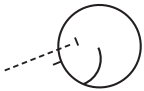
Read to the end of page 8.

Reflect

How can frogs live on the land once they become adults?

The photos may help you to answer this question. (They sprout legs, lose their tails and breathe air.)

Why can frogs become ill and die quickly in a polluted habitat?



Observe and support

Can the child understand the inferences in the text?

Why are frogs more sensitive to pollution than many other animals?



In water and on land

Frogs spend the first part of their lives as tadpoles living in water.



When they are adults, frogs can live in water and on land. Frogs are harmed if the water or land is polluted.



Thin skins

Frogs have very thin skins. They take in water through their skins. Frogs do not drink water through their mouths.

Frogs take in chemicals from the water and air through their skins. Some chemicals can harm frogs.



● **Predict**

Most frogs lay their eggs in water. Look at the photo of frogs' eggs. What do they look like? What protects them?

Turn to page 12.

Many frogs live in forests. Why do you think tree frogs are dying?

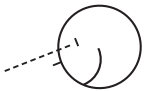
● **Read** to the end of page 13.

● **Reflect**

What does 'harmed' mean? How can frogs' eggs be harmed?

How does cutting down trees affect frogs?

Why do you think frogs are disappearing?



Observe and support

Do the children use a range of strategies to work out new vocabulary?

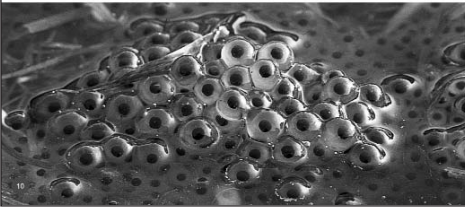
How did you work out 'rainforests'? Can you see a word you know in 'rainforests'?



Jelly eggs

Most frogs lay their eggs in water. These eggs don't have hard shells. The eggs are protected only by a thin layer of jelly.

Pollution in the water can harm the eggs. The eggs do not hatch, so there are fewer frogs.



In forests

Many frogs live in forests. Tree frogs live in the trees and shrubs of warm, damp rainforests.

Many of the forests where tree frogs live are being cut down. Tree frogs are dying.



● **Predict**

Many frogs live in wetlands, such as swamps, lakes, ponds and streams.

What will happen if people damage wetlands?

Turn to page 16.

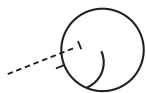
People have put new kinds of fish, like trout, into rivers where frogs live. Why would this be dangerous to frogs?

● **Read** to the end of page 16.

● **Reflect**

Why are frogs that live in wetlands disappearing?

How are new animals dangerous to frogs?



Observe and support

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

Does the child read the text fluently?

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



In wetlands

Many kinds of frogs live in wetlands such as swamps and marshes.

People change wetlands and dry them out. They build roads and houses in these places. Frogs can no longer live there.



16



17



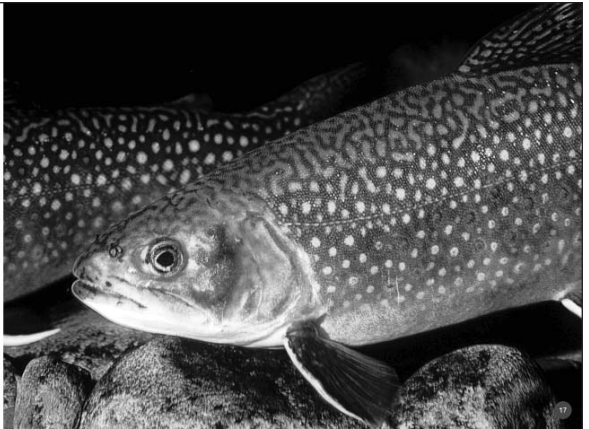
New animals

People put new kinds of fish into rivers where frogs live. These fish are a danger to frogs.

People put fish such as trout into rivers so that there are plenty of fish to catch. Trout eat frogs.



18



19

● **Predict**

Frogs help us to understand more about the health of our environment. How would frogs do this?

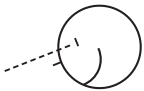
Turn to page 20.

Male frogs sing or croak. Have you heard the sound a frog makes? When we hear a frog song we know that there are frogs living in the area. What could it mean if the songs stop?

● **Read** to the end of page 20.

● **Reflect**

Can you tell me in your own words why frogs are important?



Observe and support

After reading the text, can the child make inferences about frogs and their relationship with the environment?

Why would frog songs stop in an area?



Why frogs are important

Frogs help us to understand more about the health of our environment. Because frogs live in water and on land, they are often the first living things to feel the results of changes in the environment.

These changes can harm frogs. They can also harm people and other living things.



Frog songs

Male frogs sing or croak. They do this to try to find a mate. Different types of frogs have different songs.

Frog songs also let us know that frogs are living in an area. If the songs stop, we know there are no frogs left. This tells us that there is a problem with the health of that environment.



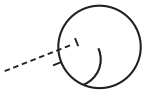
● **Predict**

There are many things we can do to help frogs. We can tell people about frogs, join a frog watching group and recycle paper. Look at the photo on this page. What else do you think we can do?

● **Read** to the end of page 23.

● **Reflect**

How do the things suggested in the book help frogs? Pick one of the suggestions and tell me in your own words how it helps frogs. You may need to re-read the information first.



Observe and support

Can the child understand the purpose of the text?
Why has the author written Frog Alert? What does he think about frogs?



What can we do to help frogs?

Talk about frogs

Tell people how important it is to look after places where frogs live, such as nearby ponds, streams or swamps.

Join a frog watching group

People all around the world belong to groups such as Frogwatch. These groups study and collect information about frogs and the places they live. Frogwatch can be found on the Internet.

Recycle paper

People cut down trees to make paper products. We can reuse and recycle paper so people don't have to cut down so many trees.

22

Take care with chemicals

Don't put chemicals down the sink. They end up polluting local waterways.



23

● **Predict**

This is the glossary. What does it tell us? Let's read through it and find out.

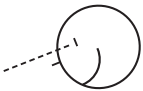
● **Read** to the end of page 24.

● **Reflect**

Point out that the words in the glossary are in alphabetical order.

What does 'recycle' mean?

What does 'pollution' mean?





Observe and support


Can the children explain how to use the glossary?

How do we use a glossary? How would the author choose the words to be included? What other words could have been included? Why?

Responding to text

 The children could construct a diorama of a frog's habitat providing information about how they live. Labels or captions could be added to remind people of ways they can help frogs. For example, a diorama of a tree frog could include a message about recycling and reusing paper.

 Provide the children with a series of words about frogs from the text and ask them to use the words in sentences describing important facts about frogs.

 The children could look through this book and other familiar text to list words ending in 'ed', for example, cried, damaged, destroyed, discovered, drained, hopped, wished. These could be listed on a chart with their base word beside them.

'ed' ending	base word
destroyed	destroy
damaged	damage

Writing links

Investigate the structure of an argument using the framework below. Examples from the book could be written in the right hand column.

Title (Gives reader a broad idea of the topic)	
Introduction (States the problem and the author's point of view) Frogs can live in water and on land (Gives first argument and evidence)	
Frogs have very thin skins (argument and evidence)	
Jelly eggs (argument and evidence)	
Frogs in forests (argument and evidence)	
Frogs in wetlands (argument and evidence)	
New animals (argument and evidence)	
What can you do to help frogs? (Concludes by discussing ways to help)	

In their personal learning journal children could write down what they have discovered about frogs.

Possible assessment focus

Can the children:

- use a glossary?
- share extra information gained from the photographs?
- make inferences about frogs and their relationship with the environment?



whole text activity



sentence activity



word activity



Glossary

detergents	liquids used for cleaning
environment	the place where certain types of plants and animals live
forest	an area where many trees grow
pollution	waste that can damage the environment
rainforest	a thick forest in an area that gets a lot of rain
recycle	to treat rubbish and other waste so that it can be used again
tadpole	a frog that has not yet grown into an adult

After reading

Being a meaning maker

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

Where do frogs live?

Why are frogs special?

Why are frogs disappearing?

What can we do to help them?

Being a code breaker

Explore the following language features:

- Using contextual information to understand unfamiliar vocabulary: chemicals, habitat, recycles
- The suffix 'ed': damaged, destroyed, discovered, drained
- The prefix 're': recycle, reduce, reuse
- Compound words: harmful, rainforest, tadpole, waterway, wetland

Being a text user

What kind of book is this?

You may like to return to the chart begun prior to reading.

Ask the children to consider the words listed.

Did these words appear in the book?

Do you still agree with all of these words? What other words could be included?

What have we learned from reading this book?

Being a text critic

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

Why did he choose to call the book Frog Alert?

What does he think about frogs? Do you agree with him?

Frog Alert

Topic: Conservation/Environment/Science/
Animal Kingdom

Curriculum link: Natural Science

Text type: Report – problem/solution

Reading level: 18

Word count: 452

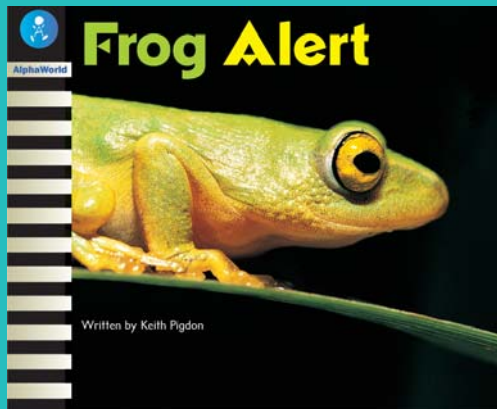
Vocabulary: chemicals, detergents, disappearing, forests, frogwatch, introduced, habitats, lakes, ponds, pollution, protected, recycle, sensitive, streams, suffer, swamps, tadpoles, thin, waterways, wetlands

Possible literacy focus:

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

ESL possibilities:

- Recognising the different pronunciations of 'ch' in catch, change, chemical, such.
- Understanding that subheadings help the reader to predict the content of the text.



Summary

This book describes the features of frogs and frog habitats and explains how these habitats are being changed or destroyed. It suggests ways we can help to protect frogs, frog habitats and our environment.

AlphaWorld



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