

## National Geographic Kids Reader: Frogs

### Notes for teachers: using this book in the classroom

**Reading objectives:** read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; read accurately words of two or more syllables; being introduced to non-fiction books that are structured in different ways; answering and asking questions

**Spoken language objectives:** use relevant strategies to build their vocabulary; give well-structured descriptions, explanations and narratives; participate in discussions, presentations, performances, role play/improvisations and debates

**Curriculum links:** Science: Animals, including humans; Living things and their habitats; Mathematics: Number and Place Value; English: Writing – composition; Art and Design

**Interest words:** Antarctica, continent, natural, dragonflies, poisonous, colourful, favourite, tongue, habitat, croak, poison, gills; Pacific chorus frog, Andean marsupial frog, Coqui frog, Amazon horned frog, Micro frog, Goliath frog, Amazonian poison dart frog, Terribilis

**Pronunciation guide:** Coqui frog (cock-ee frog), terribilis (ter-ib-il-is)

**Resources:** paper; coloured pencils or painting materials

Children who are reading at Green, Orange and Turquoise book bands are developing reading stamina and should be able to tackle longer stretches of text and some unfamiliar vocabulary with increasing independence. Children will enjoy talking about the content and pictures with some support – for example, in a group or guided reading session, or when reading with an adult.

### Language

- The language used in the main text should be familiar to children reading at this level and may be read independently, but children may need help with the following:
  - Longer words with multiple syllables, e.g. *Antarctica, continent, natural, dragonflies, poisonous.*
  - the less familiar words, e.g. *tongue*
- Children may need help decoding and pronouncing the names of the frogs and toads featured. They may need to say the names aloud several times: *Pacific chorus frog, Andean marsupial frog, Coqui frog, Amazon horned frog, micro frog, Goliath frog, Amazonian poison dart frog, Terribilis.*
- Children may need help using the organisational devices, e.g. the contents to find information; the picture glossary *Rabbit boxes* to learn the meaning of new words: *habitat, croak, poison, gills.*
- Questions are asked throughout this book. Children will enjoy pausing to answer the questions and trying the challenges before reading on to find the answers.

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- Children may need help to compare the frog and toad using the labels on the *Toads are frogs too* pages.

## Images

- Look at the frog on the front cover. Ask children to describe what they can see, using vivid language, e.g. *goggle-eyes*.
- Walk through the book looking at the pictures of the different frogs. Ask children to spot their special and interesting features.

## Activities

- Count how many different frogs are featured in the book and make a list of their names for the ones that are given. Sort the frogs into groups, e.g. colourful frogs, patterned frogs.
- Ask children to choose and draw or paint their favourite frog with coloured pencils or painting materials in the same style as the posters on pages 30 and 31, highlighting the frog's 'super' characteristics.

## Questions

- Where do frogs like to live?
- How do frogs move? Can you show me?
- Why do frogs make different noises?
- How terrible is the frog called *Terribilis*? How bad is its poison?
- How do tadpoles turn into frogs? Can you remember each stage in the right order?