

Life pathways and social futures:

- Collaborating with peers and others

Multiliteracies and communications media:

- Blending traditional and new media
- Mastering literacy and numeracy

Active citizenship:

- Interacting within local and global communities.

Environment and technologies:

- Developing a scientific understanding of the world
- Building and sustaining environments

Prior Experience:

Natural curiosity about living animals and their environments.

Group work.

Living in a tropical environment.

New Basics Referents

A Great Leap Forward

Worthwhile Activities

Resources:

www.qmuseum.qld.gov.au

glass fish tank/filter/gravel/anti-chlorine drops/rocks First Steps Writing

<http://www.frdproject.org/>

Lester and Clyde(Big Book & Audio) by James H. Reece
" Interactive Writing" by McCarrier, Pinnell,Fountas(2000)

www.epa.qld.gov.au

Tablelands Frog Club

"Raising Native Frogs" by Alistair Box (1995)

Orientation Phase:

- [Brainstorm](#) ([brainstorm.doc](#)) what we know about frogs. Create [KWL chart](#). ([KWL.doc](#)) What we already know/What we would like to know/What we have learnt.
- Read Lester and Clyde. Discuss frog's habitat and threats.
- Create Interesting Word Chart
- Set up [Tadpole Tank](#) ([Activities/raisingTadpoles.doc](#)) Discuss issues of collecting tadpoles and how to identify frog tadpoles as compared to toad tadpoles.
- Children create Wanted Posters for local shop/school and school news letter.

Key Questions :

Where will we find tadpoles?
How do we tell the difference between frog tadpoles and cane toad tadpoles?
What happens to frogs when they lose their home?

Enhancement Phase:

- Daily observation of life cycle.
- Make a Big Book documenting the changes in appearance, eating and growing.
- Teach use and care of a digital camera. Idea: Issue Digital camera licences to competent children to take photos of the life cycle.
- Introduce persuasive argument genre. Children respond to anti-frog letter.
- Scaffold report genre.
- Children research appropriate internet sites.
- Invite frog crazy guest.
- Children create [persuasive poster](#). ([persuasivePoster.doc](#))
- Children create power point presentation /report genre on chosen frog.
- Create a diorama of frogs habitat and threats.

Do tadpoles change?
How can we keep a record of the changes?
What do tadpoles need to live?
How can we help tadpoles survive in urban habitats?
What makes a persuasive argument?

Synthesis Phase:

- Small groups of children present multi media presentation on chosen frog to an audience. Release frogs back into natural habitat.

How can we persuade others to take action?

Whole Class:

Skills of co-operation and group work need to be explicitly taught. Children have a range of literacy levels and oral language abilities.

Individual:

Special needs children will be included. Consideration for group work for ASD students. Children with challenging behaviours.

Deep understandings:

How and what we do impacts on our environments. Our rainforest animals are at risk due to a variety of factors. We can help by.....

Related Curriculum Areas:

- English
- SOSE
- Science
- ICT's
- Maths
- Art

Understanding Individuals

Content

Evaluation

Tips for Assessment:

- Persuasive Poster
- Response to Anti-Frog Letter
- Power Point
- Multi Media Presentation to audience.

Program Evaluation:

- Did the students and audience feel motivated to take action?

Productive Pedagogies

Supportive Classroom Environment

Recognition of difference

Connectedness

Intellectual quality

Targeted Repertoires of Practice

- Classifying ideas and information
- Collecting and collating data
- Comprehending the concept of ecological interrelatedness
- Comprehending the concept of environmental responsibility
- Dealing in an orderly manner with parts of a complex whole
- Presenting a persuasive argument
- Setting out information in a report
- Understanding the potential of media technologies

Key Genres

Report Writing
Recount
Letter Writing

Exposition
Reflection