

Frog Calling Activity - Pre-Experience Activity Suggestions

Level	Author(s)	Activities
F-2	Hollie Dunstan, Lyndsey Cullen and Vanessa Van Oosterom	<ul style="list-style-type: none"> Establish prior knowledge by exploring the following topics: <ul style="list-style-type: none"> What is an ecosystem, and what lives in specific ecosystems? Wetlands – what are they? Where are they situated? Food chains – what do frogs and other wetland inhabitants eat? Healthy water – why is healthy water important for frogs to live in? Frog lifecycle Explore a range of wetland species – how many different species can be found in a wetland? Frog calls – can students make or identify any frog calls?
	Chris Amor, Tamara Congdon, Clinton Xuereb and Ben Jewell	<ul style="list-style-type: none"> Establish content terminology – create a Word Wall Brainstorm about frogs – what do we already know? (Appearance/colour, habitat, diet, etc.) Explore relevant non-fiction picture books/informational texts Introduction to amphibians – what are they? Listen to songs about lifecycles, ecosystems, animal classification, etc. Record school teachers' voices and ask students if they recognise the voices (raising an awareness of differentiating particular sounds).
	Alana Temminghoff, Amy Appleby, Reem Elsaafin, Sara Seifen and Natasha Snibson	<ul style="list-style-type: none"> Explore the natural habitat of frogs (including food, lifecycle, and adaptations to their specific environments) Students create a poster depicting the lifecycle of frogs Students label the external features of frogs and tadpoles
	Roslyn Whiteman, Lucy Renshaw, Ljiljana Markovic, Sian Magriplis and David Bulley	<ul style="list-style-type: none"> Assess prior knowledge – class brainstorm; create a 'KWL' chart to find out what students already know, what they want to learn, and what they have learned after the activity Explore and discuss wetland habitats – ask students to make predictions about what frogs and other inhabitants need to survive Introduce relevant picture books and informational texts

References

Amphibian Research Centre. (2013). *Frogs. And more frogs*. Retrieved from [http:// www.frogs.org.au](http://www.frogs.org.au)

Australian National Botanic Gardens. (2013). *Index of sounds*. Retrieved from [http:// www.anbg.gov.au/sounds](http://www.anbg.gov.au/sounds)

Melbourne Water. (2013). *Enhancing life and liveability*. Retrieved from [http:// www.melbournewater.com.au](http://www.melbournewater.com.au)

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3-6	Hollie Dunstan, Lyndsey Cullen and Vanessa Van Oosterom	<ul style="list-style-type: none"> Establish prior knowledge through the following questions: <ul style="list-style-type: none"> What is an ecosystem, and how does it function? Food chain – where are frogs situated in the food chain? What species and/or other factors threaten frogs? Explore classifications: vertebrates – what are they? What other animals are in this group? What are amphibians? Healthy water – what contributes to a healthy water system? Wetlands – what exists in a wetland? Explore lifecycles Drawing upon prior knowledge, which wetlands inhabitants can students identify? Can students identify frog calls? What do students want to know about frogs? One specific inquiry question per student to be shared with the class and presented at the end of the unit
	Chris Amor, Tamara Congdon, Clinton Xuereb and Ben Jewell	<ul style="list-style-type: none"> Explore classifications: amphibians – what are they? Investigation into lifecycles and reproduction – students draw a frog lifecycle Create a Word Wall using specific terminology relevant to the topic Identify possible frog habitats around the school and surrounding environment Explore the difference between frogs and toads Record natural and un-natural sounds around the school
	Alana Temminghoff, Amy Appleby, Reem Elsaafin, Sara Seifen and Natasha Snibson	<ul style="list-style-type: none"> Conduct a true/false questionnaire on general frogs facts, establishing prior knowledge Activity: label a diagram of a tadpole/frog Investigation into the features of a wetland, including food chains – explore the function it serves in the surrounding environment, and discuss the importance of a clean water system
	Roslyn Whiteman, Lucy Renshaw, Ljiljana Markovic, Sian Magriplis and David Bulley	<ul style="list-style-type: none"> Class and personal brainstorm where students create a 'KWL' chart, determining goals for their learning Conduct an investigation into wetland habitats Watch an online informational clip about a wetlands environment From 'KWL' chart, prepare question sheet to take and fill in during excursion

References

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