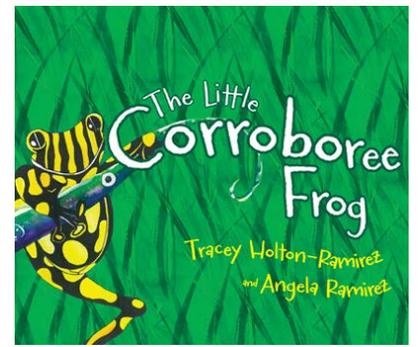


Magabala Books • Teacher Notes

The Little Corroboree Frog

Written by Tracey Holton-Ramirez

Illustrated by Angela Ramirez



Teacher Notes prepared by Christina Wheeler

OVERVIEW

The Little Corroboree Frog shares the story of an endangered species of frog that is found in the snowy alpine regions of Kosciuszko National Park in New South Wales. As Jet and Bindi await the birth of their tadpoles, danger looms when humans threaten the frogs' habitat.

THEMES

- Frogs
- Life-cycles
- Habitat
- Climate change
- Pollution
- Endangered species

AUDIENCE AND WRITING STYLE

Suitable for lower primary students, *The Little Corroboree Frog* is a narrative that incorporates the environmental impact of climate change and human activity on native species.

LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to English and Science for year levels 1-2. The appendix highlights relevant content descriptions, cross-curriculum priorities and general capabilities.



ABOUT THE CREATORS

Sisters, Tracey Holton-Ramirez and Angela Ramirez are descended from the Ngarluma and Yindjibarndi people of the Pilbara region of Western Australia. They are both passionate about raising community awareness of endangered Australian native species.

Tracey has a nursing background and is also a practising artist. Angela is an accomplished artist and an Aboriginal Islander Education Officer in a primary school in the south west of Western Australia.



CLASSROOM IDEAS

- Compile a list of vocabulary from *The Little Corroboree Frog* to form the basis of a spelling list.
- Teach note-taking skills to research the Southern Corroboree Frog. The following website maybe useful: www.corroboreefrog.com.au. Using this research, create an information report about Corroboree Frogs. Use sub-headings such as diet, habitat, reproduction, appearance and threats.
- Write a poem about Corroboree Frogs using the text as stimulus.
- With a small group, recreate *The Little Corroboree Frog* in a dramatic performance.
- Research and create a poster or PowerPoint presentation to explain the life cycle of frogs. Use diagrams and labels to clearly explain this cycle.
- View YouTube clips that show the hatching of tadpoles. Imagine you are a tadpole. Write a journal as you are emerging from the egg into the world.
- Read and carefully examine the 'Do You Know?' pages at the back of the book. Use this idea to create a 'Do You Know?' on an endangered species of your choice.
- Select an endangered species on which to base a story of your own. Consider how human activity and climate change might have threatened this species. Create characters for your story and include some information about your species in the narrative.
- Take the class on an excursion to your local creek. Identify native flora and fauna that may be affected by climate change and humans. Take digital photos of this environment and create a photo journal to record your findings.
- Create a poster to promote Clean Up Australia Day. Visit the website for more information. <http://www.cleanupaustraliaday.org.au>
- Involve the school or your class in a 'Clean up the school' promotion. This could include the local vicinity surrounding the school.
- Hold a free dress day to raise funds for the Southern Corroboree Frog.
- For older students, create a simple website to inform others about the Southern Corroboree Frog.



APPENDIX - LINKS TO THE AUSTRALIAN CURRICULUM F-10 (VERSION 8.1)

Year	English	Science
1	<p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)</p> <p>Discuss how authors create characters using language and images (ACELT1581)</p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)</p> <p>Describe some differences between imaginative informative and persuasive texts (ACELY1658)</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)</p>	<p>Living things have a variety of external features (ACSSU017)</p> <p>Living things live in different places where their needs are met (ACSSU211)</p> <p>People use science in their daily lives, including when caring for their environment and living things (ACSHE022)</p>
2	<p>Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)</p> <p>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)</p> <p>Identify the audience of imaginative, informative and persuasive texts (ACELY1668)</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)</p>	<p>Living things grow, change and have offspring similar to themselves (ACSSU030)</p> <p>People use science in their daily lives, including when caring for their environment and living things (ACSHE035)</p>
<p>Cross curriculum priorities</p> <p>Sustainability</p>		
<p>General capabilities</p> <p>Literacy, Personal and social capability</p>		

