

Teacher Resource

Frog Spotting

Episode 24
25th August 2020

Focus Questions

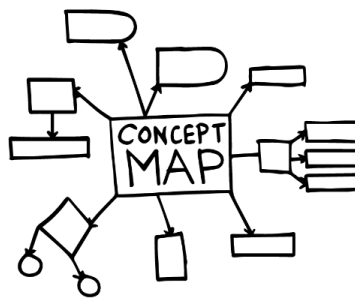
1. Retell the BTN *Frog Spotting* story to another student.
2. How do frogs communicate?
3. Why do male frogs call?
4. Where do you measure a frog to find its length?
5. What animals eat frogs?
6. What do frogs eat?
7. Complete the following sentence. Frogs are a critical part of the food _____.
8. Why are a lot of Australia's frog species under threat?
9. What are frogs sensitive to?
 - a. Pollution
 - b. Sunlight
 - c. Water
10. What is a citizen scientist?

Activity

What do you know about frogs?

Discuss the BTN *Frog Spotting* story using the questions below as a guide. Record the main points of discussion on a mind map.

- Why are frogs an important part of ecosystems?
- What are the main threats to Australian frogs?
- What do frogs need to survive?
- How do frogs communicate?
- Which species of Australian frogs have become extinct?
- Why is frog conservation important?



Activity

Key words

Students will brainstorm a list of key words that relate to the BTN *Frog Spotting* story. Students will then use the words to write their own sentences about the topic. Here are some words to get you started.

Habitat	Amphibian	Ecosystem
Predator	Prey	Semi permeable
Adaptations	Threatened	Tadpole

Key Learning

Students will develop an understanding of the issues regarding declining frog populations and understand the importance of frogs in ecosystems.

Curriculum

Science – Year 4

Living things have life cycles.

Living things depend on each other and the environment to survive.

Science – Year 5

Living things have structural features and adaptations that help them to survive in their environment.

Science – Year 6

The growth and survival of living things are affected by physical conditions of their environment.

Science - Years 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions.

Activity

Profile of frog

Students choose an Australian frog (or a frog that lives near them) and find out about its habitat, distribution (where in Australia the frog is found), adaptations and whether it has any threats.

COMMON NAME:

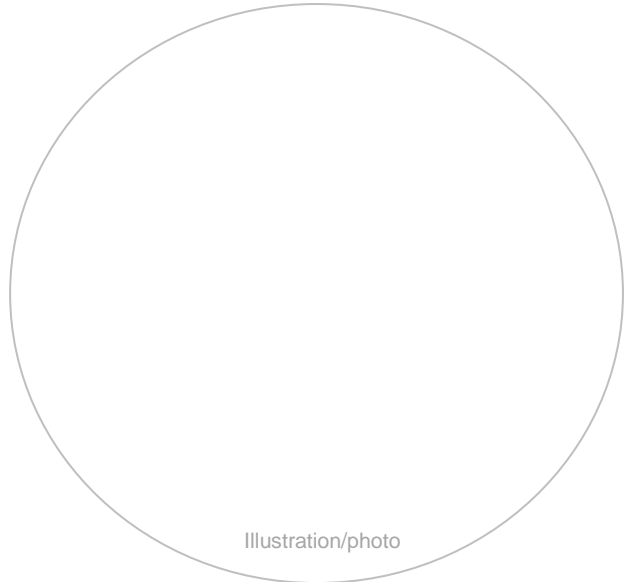
SCIENTIFIC NAME:

APPEARANCE:

HABITAT:

SIZE:

DISTRIBUTION:



ADAPTATIONS:

THREATS:

INTERESTING FEATURES OR FACTS:

Further Investigation

Frogs are one type of organism in an ecosystem. Students will draw a food chain to show what a frog eats and what feeds on frogs. Students will show the flow of energy between organisms in this food chain. How might other living things in the ecosystem be affected if the frog population is threatened?



Activity

Features of a frog

Students will learn more about the different parts of a frog by labelling the image below. They can then choose three features to explore in more depth and write a paragraph about each feature.

Protruding eyes

Sac-like lungs

Digits – fingers and toes

Soft, moist skin

Hind limb

Fore limb

Backbone and internal

External nares (nostril)

Tympanum (ear drum)



[Australian Green Tree Frog](#)

Activity

Create a frog friendly garden

Creating a frog-friendly habitat is a great way to help protect local frog populations from decline as well as maintaining the health of the environment.

Using [Frog ID](#) or the [Atlas of Living Australia](#), students will find out about the frogs that live in their local area and what their needs are.

Here is some information about how to go about constructing a frog friendly habitat:

[ABC Gardening Australia video - How to build a frog bog habitat](#)

[Gardening Australia Frog bog factsheet](#)

[Australian Museum – Create a frog habitat](#)



Activity

FrogID Citizen Science

Scientists need your help to count Australia's frogs! Students can get involved in the FrogID citizen science project which is helping people learn more about what is happening to Australia's frogs. FrogID uses a mobile app to help identify frog species by their call and geotagging to map species distribution. Each species of frog has its own unique call. By using the FrogID app to record frog calls students can help identify frogs and their habitats. To find out more go to the [FrogID website](#).



Activity

Quiz Questions	Your Answer
1. A frog is a... a. Mammal b. Amphibian c. Reptile	
2. Frogs are cold blooded. a. True b. False	
3. Frogs breathe using their... a. Lungs b. Gills c. Lungs and skin	
4. Which part of their body do frogs use to help them swallow? a. Eyes b. Stomach c. Tongue	
5. Frogs drink water through their... a. Skin b. Mouth c. Gills	
6. About how many native frog species are there in Australia? a. 40 b. 140 c. 240	
7. How many species of Australian frogs have become extinct? a. 2 b. 3 c. 4	
8. Frogs are the only native amphibians in Australia. a. True b. False	
9. Frogs are found on every continent except... a. Europe b. Antarctica c. North America	
10. What is a group of frogs called? a. A school b. A pod c. An army	

Answers: 1b, 2a, 3c, 4a, 5a, 6c, 7c, 8a, 9b, 10c

Useful Websites

FrogID – Australian Museum

<https://www.frogid.net.au/>

Australia's native frogs – Australian Museum

<https://australian.museum/learn/animals/frogs/>

Why Frogs Count Information sheet – Australian Museum

https://assets.ctfassets.net/7ngxqjlhb3iq/1rN9MtYOy2eOVjEQ8PXE1p/00c8e511aa1bbe00fb428933c04112ca/_MIAB_frogID_panels_Sml.pdf

Why do frogs call? – Australian Museum

<https://australian.museum/blog/science/why-do-frogs-call/>

Frog Future – BTN

<https://www.abc.net.au/btn/classroom/frog-future/10541784>

Frog Bog factsheet - Gardening Australia

<https://www.abc.net.au/gardening/factsheets/frog-bog/9801490#:~:text=Frogs%20drink%20their%20skin%2C%20so,t%20too%20hot%20also%20help.&text=And%2C%20of%20course%2C%20a%20garden%20to%20give%20the%20frogs%20habitat.>

Create a frog habitat – Australian Museum

https://assets.ctfassets.net/7ngxqjlhb3iq/7ni3XrvT0G7ngYJ1ldGvHo/9b70774b7c25e5e3a79cf0e6bfe6b046/J4921_FrogID_Habitat_poster_07.pdf