

HOW FROGMOUTH FOUND HER HOME

AMBELIN KWAYMULLINA

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Themes: Friendships, Multicultural, Animal, Baby, Early Learning, Indigenous, Identity

Year Levels: F, Y1, Y2

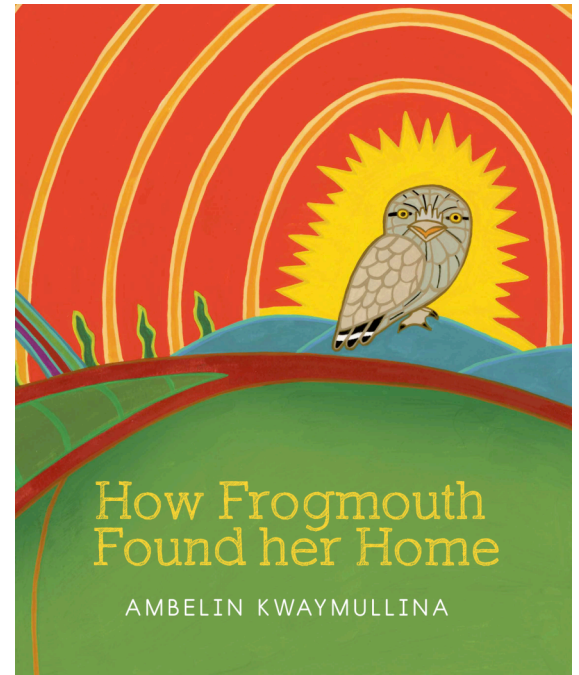
Cross Curriculum: OI Indigenous

ABOUT THE BOOK

Frogmouth isn't like the other birds. She doesn't want to live in the trees. Frogmouth is in search of something more.

Frogmouth travels the land hunting for a new nesting place, but nothing feels right. On her way, she helps other animals find their true homes, but still she searches.

Only when she meets Moon and hears his intriguing offer can Frogmouth finally find her true home.



How Frogmouth Found Her Home is a teaching story, written in simple, lyrical, fable-like language that reinforces its underlying message. The vibrant illustrations are painted using gouache.

ABOUT THE AUTHOR

Ambelin Kwaymullina was born in Perth, Western Australia, and comes from the Palkyu people of the Pilbara region of Western Australia. When not writing or illustrating she teaches law, reads, and hangs out with her dogs. Her picture books for children include *Crow and the Waterhole*, *The Two-Hearted Numbat* (with Ezekiel Kwaymullina) and *Caterpillar and Butterfly*.

STUDY NOTES

ENGLISH

A. Language

Language variation and change

1. Discuss the role of oral storytelling in various cultures, particularly for Indigenous Australian groups. Why might a story like *How Frogmouth Found Her Home* be told?

Text structure and organisation

2. Identify the beginning, middle and end (lower primary) or exposition, problems, climax and resolution (middle primary) of this story.
3. Identify the following features of a book:
 - a. the title
 - b. the dedication – why do you think Ambelin Kwaymullina dedicated this book to 'Frogmouths everywhere'?
 - c. the imprint page – what are some of the things that we can learn from a book's imprint page?
 - d. the endpapers – what mood do the endpapers of this book convey to readers? What predictions could we make about how this book will make us feel?

Expressing and developing ideas

4. Choose a section of the book and, as a group or individually for more able students, fill in the following table.



	Common nouns	Proper nouns	Adjectives	Verbs	Adverbs
Page					

For middle to upper primary groups, have students add various shades of meaning to the text by adding adjectives and adverbs. Discuss how the tone or mood of the story can be changed through the addition of adjectives and adverbs.

B. Literature

Literature and context

5. Describe the personalities of the various animals in the story. What aspects of the story and illustrations help you come to these conclusions?
6. Why do you think the illustrator has used so many bright and vibrant colours in this story? Discuss the ways in which colours can symbolise emotions and ideas.
7. What aspects of the story and illustrations are particularly Australian? View other examples of Australian picture books and artworks and discuss the similarities and differences between them.

Responding to literature

8. *How Frogmouth Found Her Home* is a teaching story. What does this story explain to readers?
9. Frogmouth tries several different places when she goes looking for her home – a kangaroo's pouch, a wombat's burrow, and a bat's cave. Lizard, Crocodile and Turtle are also looking for their homes. What do you think this story conveys about where home is?
10. What is the difference between 'home' and 'the place where you live'?

Examining literature

11. Examine the opening pages of the story. How do the illustrations convey to the reader:
 - a. the time of the day (*On the dawn of the very first day*)
 - b. that Frogmouth is an individual (*Except for one, who said, 'Not me!'*)
 - c. which of the frogmouths is Grandmother Frogmouth and how we know she is important
12. Now examine the final page of the story. How do the illustrations convey to the reader:
 - a. the passage of time throughout the story
 - b. that the other frogmouths see Frogmouth as special
 - c. the different environments in the Australian outback

Creating literature

13. View other Indigenous teaching stories for inspiration. Then, individually or as a class, write your own teaching story that explains how something in our world came to be.
14. Illustrate your story.

C. Literacy

Interacting with others

15. In a group, act out the story of *How Frogmouth Found Her Home*. Think about how you can communicate the emotions that Frogmouth and the other characters experience. For example:
 - a. Frogmouth's defiance when she says she won't live in the trees
 - b. Frogmouth's frustration when she can't find a home
 - c. Frogmouth's wonder at meeting Sun
 - d. Turtle, Lizard and Crocodile's confusion about where they should live

SCIENCE

A. Science understanding

Biological sciences

How Frogmouth Found Her Home features many uniquely Australian animals. Complete the following table individually, in small groups, or as a class. The first animal, the Tawny Frogmouth, has been done as an example. Many relevant and age-appropriate resources that may help with this activity can be found at: <http://australianmuseum.net.au>

	Where do they live?	What do they eat and/or	What adaptations do they
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		drink?	have that enable them to survive?
Tawny Frogmouth	Throughout Australia Forests Woodlands Backyards Perched on low branches	nocturnal insects worms, slugs, snails	Feathers are coloured to let them blend in with trees for camouflage Sharp beak for cutting up prey
Blue-Tongue Lizard			
Freshwater Crocodile			
Loggerhead Turtle			
Red Kangaroo			
Hairy Nosed Wombat			
Ghost Bat			

B. Science as a human endeavour

Nature and development of science

16. Why do you think that the animals that Frogmouth helped were not suited to the environment that she found them in?

Use and influence of science

17. Why do you think that some Australian animals, such as the Northern Quoll, the Tasmanian Devil, and the Hairy Nosed Wombat, are endangered?
18. What could we do – individually, as a class, and as a school – to help endangered Australian animals become less threatened?

C. Science inquiry skills

Communicating

19. Choose one of the animals featured in *How Frogmouth Found Her Home* and write a report to display in your classroom. You should also include an illustration. Your report could include the following headings:
- Common name
 - Scientific name
 - Physical description – size, colours, type of skin covering, interesting or unique characteristics
 - Habitat
 - Diet
 - How many are left in the wild
 - Interesting facts about this animal