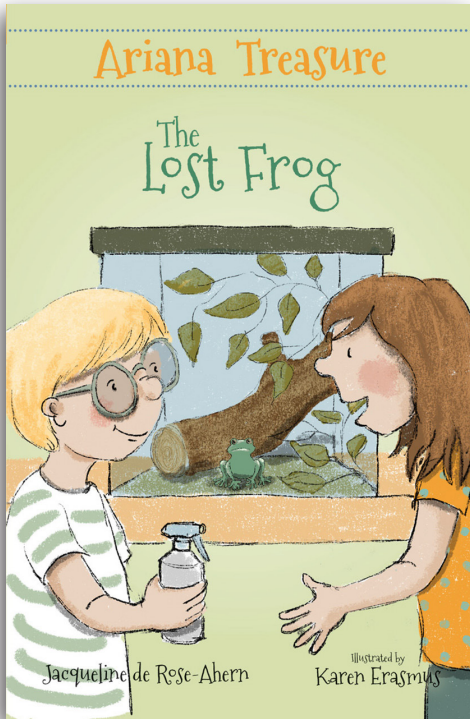


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# Teachers' Notes

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## ARIANA TREASURE: THE LOST FROG

Jacqueline de Rose-Ahern / Karen Erasmus

**ISBN:** 9781761111860

**Recommended retail:** \$10.99

**Reading level:** 5 to 8

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### BOOK SUMMARY

Join Ariana at the Treasure Chest – a frog is on the loose in the thrift shop!

When a mischievous frog appears in the Treasure Chest, it begins causing havoc. Ariana enlists the advice of her classmate, Hugo, until they find its owner.

Can Ariana, her friends, and the treasures from the thrift shop help them get the lost frog home?

*The Lost Frog* is the fourth book in the Ariana Treasure early reader series.

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### THEMES

Family & Friendship • Self-Expression & Confidence • Kindness & helping others • Caring for Animals •  
Growing up • Courage • Problem-Solving • Talking to Parents • Sustainability • Wildlife

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**Jacqueline de Rose-Ahern is available for author talks and workshops.  
Contact Wombat Books for more information.**

*Ariana Treasure Teachers' Notes can be used in schools (independent learning, small groups, and whole classes); at home with caregivers; and as part of mental health support programs facilitated by counsellors, psychologists, children's charities, etc.*

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## ABOUT THE AUTHOR

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Jacqueline de Rose-Ahern is an international award-winning children's author who adores exploring all the world has to offer! Her appreciation of travel and uniqueness of culture has been captured in the pages of her books. Jacqueline was the recipient of the ACT Writers Centre (renamed MARION) 2017 Anne Edgeworth Fellowship. Her books have won awards in the US and have been shortlisted for the Speech Pathology Australia Book of the Year Awards. Jacqueline regularly contributes to a variety of online platforms and has appeared at several literary events, including the Canberra Writers Festival, the Goulburn Reader Writer Festival, NSW Kids & YA Festival and the Noted Writers Festival. She has also toured her books internationally. Jacqueline endeavours to encourage her readers to learn more about the world, supporting an empathetic and inclusive community. Jacqueline holds a Masters in International Development and is the founder of the Story Creators Community, assisting aspiring creatives on their creative journey.

### AUTHOR NOTE

Growing up, my mum would volunteer at a local charity shop/thrift shop. I used to go along with her. I loved how the shop would bring the community together. It was here that I was exposed to the idea of upcycling and preloved shopping, and the benefits of this for our environment and community. Today, I still like swapping items with friends, family and others in the community - items that I may no longer use or need soon become treasured possessions for others. This was the concept behind Ariana Treasure and the Treasure Chest.

In regards to *The Lost Frog*, the third installment of the Ariana Treasure series, I wrote this story for pure fun! I was brainstorming storylines with a dear writing buddy, and she threw out an idea, what if a frog ended up at the Treasure Chest? As soon as she posed the question, I was overcome with excitement, I couldn't wait to write this story. We all know frogs can bring mischief. This story is also a tribute to all animals great and small. Pets can be treasured family members. They give us so much joy. I have a cheeky beagle named Sherlock, he is deeply adored, even if he steals the ham at Christmas time (that's a story for another day).



## ABOUT THE ILLUSTRATOR

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Karen has been illustrating children's books for more than a decade. She loves creating characters and scenes that engage young people and encourage reading.

During her early career, teaching in primary schools, Karen discovered her love for picture books and the unique quality they hold for focussing children's attention and bringing reading and stories to life. Illustrators like Julie Vivas, Emily Gravett and Freya Blackwood were some of Karen's early inspiration. After moving to Australia from the UK with three young children

Karen studied illustration at Chisholm TAFE which led to her first published work. She now teaches fine art to adults at the same TAFE, whilst continuing with illustration projects. She lives by the sea south of Melbourne with her husband, three children, three dogs and six chickens.

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## REASONS FOR STUDYING THIS BOOK

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*Ariana Treasure: The Lost Frog* is a heartwarming tale that offers several key lessons and themes. Teachers can use the Ariana Treasure series as a tool for exploring emotional regulation, conflict resolution, and sustainability.

The Ariana Treasure series, including *The Lost Frog*, promotes social-emotional learning, especially through its emphasis on kindness, empathy, and the importance of supporting friends and family. In the case of *The Lost Frog* teachers can use this story to prompt discussions about wildlife, taking care of animals, responsibility, helping students navigate challenges, problem solving and how to have difficult conversations. Another significant theme is talent and creative problem-solving. This teaches students that embracing their own talents and working through their emotions and any problems that arise can allow them to grow and shine.

The Ariana Treasure series carries a strong environmental message, focusing on sustainability and the reuse of items. The Treasure Chest operates on donations, and Ariana and her friends make use of various recycled items. This presents an excellent opportunity to discuss the importance of reusing materials, reducing waste, and being environmentally conscious.

The Ariana Treasure series is well-suited for beginner readers, with short chapters, clear illustrations, and plenty of white space. This makes it a perfect text for young readers, offering opportunities to practice reading comprehension, fluency, and vocabulary. Its themes are relevant across various subject areas, making it a valuable resource for a wide range of educational contexts.



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## KEY CURRICULUM AREAS & LEARNING OUTCOMES

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### YEAR ONE

#### English, Humanities and Social Science, Science

**AC9E1LA06** - understand that a simple sentence consists of a single independent clause representing a single event or idea

**AC9E1LE02** - discuss literary texts and share responses by making connections with students' own experiences

**AC9E1LY02** - use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions

**AC9E1LA07** - understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)

**ACELT1584** - Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts

**AC9E1LA03** - explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain

**AC9E1LY11** - use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words

**AC9E1LY05** - use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures

**AC9E1LA10** - understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns

**AC9E1LE01** - discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators

**AC9E1LA09** - recognise the vocabulary of learning area topics

**AC9HS1S04** - discuss perspectives related to objects, people, places and events

**AC9E1LE05** - orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools

**AC9S1U01** - identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs

### YEAR TWO

#### English, Humanities and Social Science

**AC9E2LA01** - investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions

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**AC9E2LA03** - identify how texts across the curriculum are organised differently and use language features depending on purposes

**AC9E2LE05** - create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools

**AC9E2LA02** - explore how language can be used for appreciating texts and providing reasons for preferences

**AC9E2LE03** - discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways

**AC9E2LY01** - identify how similar topics and information are presented in different types of texts

**AC9HS2S04** - discuss perspectives related to objects, people, places and events

## **YEAR THREE**

### **English, Humanities and Social Science**

**AC9E3LE01** - discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators

**AC9E3LY02** - use interaction skills to contribute to conversations and discussions to share information and ideas

**AC9E3LY01** - recognise how texts can be created for similar purposes but different audiences

**AC9E3LE02** - discuss connections between personal experiences and character experiences in literary texts and share personal preferences

**AC9HS3S07** - present descriptions and explanations, using ideas from sources and relevant subject-specific terms

**AC9HS3S05** - draw conclusions based on analysis of information

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## TEACHING POINTS AND ACTIVITIES

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This book may be used in whole class, small group or independent learning activities in schools.

Please note, the following suggestions and activities are suited to a variety of year levels spanning Foundation to Year 6 primary aged children. Some activities may be applicable to early secondary school students, as well.

## KNOWLEDGE AND LITERAL UNDERSTANDING

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### PRE-READING QUESTIONS

1. Show the cover to the class and ask the students what they think the book might be about.
2. Read the back cover blurb. Does this give them more of an idea of what the book could be about?
3. Ask students if they can recognize the setting of this story from the cover image.

### AFTER-READING QUESTIONS

1. Ask students what is their first impression of Hugo.
2. Ask students what is their first impression of the Treasure Chest.
3. Ask students what they might find at a place like the Treasure Chest (a thrift shop).
4. Ask students if they have a pet or favourite animal.
5. Have students ever struggled to talk to their parents about something like Hugo?
6. How does Hugo change over the course of the story?
7. Ask students if they have ever seen a frog in the wild. Do they know a frog fact?
8. Ask students if they have ever kept a secret before. When is it important to keep a secret? When is it important to share a secret?



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## DISCUSSION QUESTIONS

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### GENERAL

- What does it mean to be curious? Can you think of a time when you were curious about something? What made you want to learn more?
- Imagine hearing a strange noise coming from a box—what would you think it was? How would you feel opening a box if you didn't know what was inside?
- Ariana and her mum found a frog inside a delivery box. How do you think a frog could end up in a box like that? What would you do if that happened to you?
- Why is it important to know if an animal is a pet or comes from the wild? What are the differences between wild animals and pets?
- The family decided to check with a vet to find out more about the frog. Have you ever taken an animal to a vet? What does a vet do to help animals?
- Hugo knew how to feed the frog and took care of it while they tried to find the owner. What are some things animals need to stay healthy and happy?
- Sometimes Hugo acted like the frog was very special to him, but he didn't want to say it was his. Why do you think Hugo kept it a secret? How might he have been feeling?
- Ariana started to notice that Hugo didn't want anyone else to take the frog. Why might someone feel protective over a pet?
- Eventually, Hugo admitted the frog was his and that he had hidden it from his parents. How do you think Hugo felt when he finally told the truth? Have you ever had to admit a secret?
- Hugo's mum was surprised but understanding when he told her the truth. Why is it important to be honest, even if you're nervous? How does it feel to be trusted?
- The characters talked about how taking care of a frog is a big responsibility. What does being responsible mean? What are some responsible things you do at home or at school?
- At the end of the story, Hugo gets to keep the frog as a pet. What kinds of things does a pet owner need to do every day? Do you think Hugo will be a good pet owner?
- Hugo named the frog Hopscotch. If you had a pet frog, what would you name it? Why?
- Ariana and Hugo shared some frog jokes at the end of the story. Do you know any frog jokes? Can you make one up to share with your classmates?
- Many people were interested in the frog, and some even wanted to take it home. Why do you think so many people wanted to help? How do you show care for animals?

### FAMILY & FRIENDSHIP

- Ariana and Hugo are good friends. What are some qualities that make a good friend? How does Ariana show Hugo she's a good friend?

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- Ariana and her friends come together as a team to help find the owner of the lost frog. Have you and your friends come together as a team before? What makes a good team?
  - Why is Hugo scared to tell his parents about the frog?
  - How do you think Hugo felt when his mum suggested they get a pet frog?

## SELF-EXPRESSION & CONFIDENCE

- What does it mean to be confident? What does it mean to show confidence?
- How does Hugo show confidence in the story? How does his confidence change through the story?
- How does Ariana show confidence in the story?
- Can you think of a time you've acted with confidence?
- What does it mean to express yourself?
- How can people show how they feel without using words?
- How does Hugo express his feelings in the story?
- How do Hugo's actions show what he's really feeling?
- How does Ariana help Hugo share his feelings?
- How do you express yourself when you feel happy? What about when you feel sad?
- Can you think of a time you shared something important, even if it was hard to say?

## KINDNESS & HELPING OTHERS

- List the ways Hugo showed kindness to the lost frog.
- How did Ariana try to help Hugo share his secret?
- In what ways do you show kindness to your friends?
- How did Ariana and her friends help the lost frog?
- Why is it kind to ask someone how they're feeling or if they need help?
- How can we be kind when someone is feeling shy or scared?
- Can you think of a time when someone helped you? How did it make you feel?
- Can you think of a time when you helped someone else? What did you do?
- Why is it important to help others, even in small ways?

## CARING FOR ANIMALS

- Hugo cares a lot about the lost frog. Animals can make good friends. Do you have a special animal friend? What do you do together? How do they make you feel?
- Hugo and his parents become responsible pet owners. They ensure their new pet frog is cared for and is appropriately registered. What are some ways you can care for an animal?

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- Hugo reads a lot of frog books and likes the colour green. What is your favourite animal? Why do you like it?
  - Why is it important to know what animals need?
  - Hugo mentions that the frog needs to be handled with gloves because of its skin, but not everyone knew that. Some animals have different needs than others, what could happen if you don't know treat an animal correctly? What might have happened to the frog if Hugo wasn't there to let people know?
  - Hugo wants a pet. Do you have a pet?
  - Hugo names his new pet frog Hopscotch. What's your pet's name? How did you come up with your pet's name?
  - How does Hugo show his mum that he is ready for a pet?
  - Hugo has a pet frog. What other pets could you have?
  - In the story Ariana's mum says, 'We can't keep frogs out of the wild.' Why do you think Ariana's mum says that? Why do certain animals need to stay in the wild?
  - What are some animals that belong in the wild? Why do you think they belong there?
  - What does an endangered animal mean? What are some endangered animals?
  - How can you take care of wildlife?

## COURAGE

- How did Hugo show courage at the end of the story?
- What makes someone courageous?
- Hugo was scared to tell his parents about the frog. Can you think of a time you were afraid? What did you do to show courage?
- Can you think of a small courageous action you have taken this week?

## PROBLEM-SOLVING

- What would you do if you found a lost animal?
- What strategies did Ariana and her mum take to find the owner of the lost frog?
- Ariana felt Hugo was keeping a secret that he wanted to share. How could you help a friend share a secret so it would make them feel better?
- How did Ariana take care of the lost frog at the beginning of the book?

## GROWING UP & TALKING TO PARENTS

- In the story, Hugo learns to take care of a pet. How is that a sign of growing up?
- How do you think Hugo felt when he finally told the truth about the frog?
- Why is being honest or taking responsibility part of growing up?

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- Can you think of a time you made a good choice that made you feel more grown up?
  - What are some things you're still learning to do as you grow?
  - Why is it sometimes hard to talk to adults or parents about something important?
  - How did Hugo's mum react when he finally told her the truth about the frog?
  - How can parents or carers help when we're feeling unsure or worried?
  - Can you think of a time you told a parent or adult something that was hard to say? What happened?
  - What are some ways we can practice talking to adults when we need help or want to be honest?

## SUSTAINABILITY

- How do our actions (like littering, polluting, or cutting down trees) affect wild animals and their homes?
- What are some ways we can help protect animals and the environment they need to survive?
- How does treating animals with care help the earth stay healthy for the future?
- Why is it important to let wild animals live in their natural homes?
- How can learning about animals help us protect the places where they live?
- How does being 'sustainable' help us protect the environment, wild animals, and the homes animals live in?
- Why is it not always good to take animals out of the wild? How could that hurt the environment?
- What are some things we can do to help keep animals and their homes safe in the wild?
- How does making good choices today help animals live better in the future?
- How do people's actions—like planting trees or protecting wetlands—help create a healthier environment for wildlife?

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## ACTIVITIES

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### LEAP FROG

#### BEFORE YOU START

##### Skills Practice

- Set up two single lines. Space children out so there is enough room for the leap frog to land in between.
- Demonstrate safe ways to jump over people and how they should stay in a safe crouched position.
- Make sure all students understand the need for safety and cooperation.

##### Set Up

**Create a start and finish line (if applicable). You could have two lines and do a relay race.**

#### HOW TO PLAY

- The students are now frogs trying to cross a pond with their fellow frogs.
- To stay on the lily pads they must hop in a straight line one over the other.
- The frog at the back of the line will go first.
- They will hop over the frogs in front of them (who are crouched down to make it easier for the jumping frog) until they reach the front, where they will stop.
- After the leaping frog has made it to the front of the line and is crouched down, the next frog at the back of the line will begin to jump forward.
- Frogs jump to a finish line, or you can set a number of times each frog must jump.

### LOST ANIMAL RESCUE

In groups discuss what you would do if you found a lost animal

If you would put up posters of the lost animal, like Ariana and her friends do in the story – design one as a group – what would you include?

### WILDLIFE OR PET PROJECT

Choose your favourite animal and research it. Put together a poster of interesting facts including where it can be found, what it likes to eat and what it likes to do.

If you have a pet, you may like to put together a poster of interesting facts about your pet.

### ANIMAL JOKES

Make a list of animal jokes and share it with the class.

### SECRETS

In groups, discuss when it might be good to keep a secret and when it might be best to tell someone if you have a secret.

How can secrets be good? How can secrets be bad?

**Further resources can always be found on our**

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