

Apprendre et réfléchir avec les petites bêtes

A French/Science program at Melbourne Museum

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Acknowledgments

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<http://museumvictoria.com.au/MelbourneMuseum/education/>



Introduction

The objective of the French/Science education package, **Apprendre et réfléchir avec les petites bêtes**, is to link the learning and exploration of a science based topic [bugs] with French literacy.

The activities students undertake at the museum, and in the classroom, will enhance student engagement in their learning about the science of bugs and enable them to express, orally and in writing, the results of their observations, investigations and experiences in French. All activities within the kit are based upon the 5Es inquiry approach to teaching and learning, www.science.org.au/primaryconnections and incorporate the multiple intelligences and Bloom's revised taxonomy. A Bloom's / Gardiner matrix is also included to provide teachers with further suggested activities they could include in a unit of work on 'bugs'.

The interactive language activities, **Les Petites Bêtes au Musée**, are to be used on a visit to the exhibition *Bugs Alive!* at Melbourne Museum. The museum exhibition explores diverse habitats, the similarity and diversity of the living things within these habitats, and their relationship with each other and their environment. Through their observations and interaction with the exhibits in the gallery, and their exploration of the nature of a bug's life, students' will learn that the saying: **L'habit ne fait pas le moine** (*looks can be deceiving*) is never more pertinent than in relation to the study of *les petites bêtes*.

Assessment

Assessment 'for' and 'of' learning is linked to the development of literacy outcomes and sample checklists are included in this kit. The pyramid question template may be used as a self assessment tool for students to complete at the end of any unit of work on this topic:

www.sofweb.vic.edu.au/blueprints/fs1/assessment.asp

Domaines d'activités: activities for knowledge, understanding, engagement and exploration

- La découverte de l'écosystème des petites bêtes: noms, catégories, habitats
- Le langage au cœur de l'apprentissage: le vocabulaire, la grammaire
- Les sensations, l'imagination, la création, la réflexion, l'observation

Compétences: criteria for assessable outcomes

- Observer, décrire, comparer, reconnaître, classer, inventer
- Identifier des caractéristiques communes à une catégorie de petites bêtes: insecte, arachnide
- Reconnaître l'importance des petites bêtes dans l'environnement
- Utiliser le schéma comme moyen d'expression et de représentation
- Créer une 'nouvelle' petite bête
- Créer un jeu de rôle
- Ecrire une devinette dans laquelle la petite bête peut-être correctement identifiée [Qui suis-je?]
- Faire un exposé oral devant la classe



This education package includes:

Teacher notes, cultural notes, science concepts, recipes, rhymes, VELS curricular links, an activity matrix, pre and post visit classroom based activities, museum based activities, resources, outcomes checklist, self-assessment tool and a vocabulary list. An illustrated story booklet (supplied on CDRom) entitled *L'album de la famille Phasme* has been especially designed as a reading and listening activity with proverbs, pronunciation and comprehension exercises.

The pre/post and museum activities have been graded to accommodate **Beginners** (niveau **debutant**), **Intermediate** (niveau **intermédiaire**) and **native speakers** (niveau **francophone**).

The **pre-visit activities** and *L'album de la famille Phasme* can be used to stimulate students' curiosity about a visit to the museum and assist them in interpreting and understanding what they will experience. These activities provide students with background knowledge of 'bugs': *la chasse aux petites bêtes*, le loto, le jeu de dominos, and *relier les descriptions aux images*. Classes could also create a word wall or wall chart listing the names of bugs, various habitats, food sources, verbs for movement and adjectives to ensure students are familiar with the vocabulary and themes in *Les Petites Bêtes au Musée*.

Les activités au musée are designed so that students work in small groups or with a partner, and may negotiate with their teacher the activities to complete and the gallery zone that they visit. The teacher will need to view all activities and choose those most suited to their students' needs and abilities.

During their visit to the museum, students will engage in French language activities while visiting different exhibition zones where they will be required to observe, interact with, explore and describe various environments, ecosystems and the species within them. The *Bugs Alive!* and *Forest Gallery* exhibitions will provide students with context, stimulus and an overall experience that will be explored during the visit and later back at school in post-visit activities. Additional information for school groups planning an excursion to Melbourne Museum is available at <http://museumvictoria.com.au/MelbourneMuseum/education>.

The **post-visit activities** are designed to extend students' understanding and follow up their experience of the excursion.

Le vocabulaire contains the essential vocabulary to complete the language activities at the museum and in the classroom. Language themes and features while doing the various activities include: classification, habitat, ecology, origin, life cycles, survival, food sources, scientific terminology [i.e. exuvie - exoskeleton], feelings, comparatives [i.e. *le plus long*], *similes* [i.e. *bruyant comme*], verbs, adjectives, number and gender agreement.

Resources include useful websites, a bibliography of references and French language resources useful for teachers developing a complete unit of work.



Learning in museums

Research suggests that students learn more in a museum if:

- Pre-visit preparation is carried out at school;
- Students have some choice and control over their learning experiences so that the experience is student-centred;
- Teachers are familiar with the museum site; Museum Victoria offers free general entry for teachers;
- Co-operative small groups are used and supervising adults accompany groups at all times;
- Students are encouraged to talk and share ideas about what they are seeing, hearing and touching;
- The visit to the museum is integrated into a broader learning experience at the school level;
- Students share their findings in some sort of report or presentation back at school.

Pre-excursion checklist

Book well in advance (telephone Melbourne Museum: 1300 130 152) and check all details when you receive your booking confirmation form.

- Read and select pre-visit and onsite activities.
- Assign students and supervisors to small groups where appropriate.
- Discuss the excursion activities and exhibition floor-plan with your students and with assigned supervisors prior to the excursion.
- If you select a self guided experience, download the appropriate student excursion activities from the museum website: <http://museumvictoria.com.au/melbournemuseum/education>
- Make enough photocopies of the selected excursion activities to provide copies for each student or group where applicable, and for all supervisors.





Curriculum links <http://vels.vcaa.vic.edu.au/essential/discipline>

Les petites bêtes education package can be used to assess student achievement as part of a unit of work within the framework of the Victorian Essential Learning Standards (VELS).

VELS Levels 3-4	Physical, Personal and Social Learning			Discipline-based Learning							Interdisciplinary Learning					
	Health & PE	Interpersonal development	Personal Learning	Civics and Citizenship	The Arts	English	LOTE (French)	Humanities/Economics	Humanities/Geography	Humanities/History	Mathematics	Science	Communication	Design, Creativity & Technology	ICT	Thinking Processes
<i>Worksheet title and related activity for débutant</i>																
La course aux petites bêtes		•	•				•					•	•			•
L'album de la famille Phasme.		•	•				•					•	•			•
Classification des petites bêtes		•	•				•					•				•
Galerie des papillons			•				•				•	•	•			•
Qu'est ce que c'est?			•		•		•				•	•	•			•
Vivarium des phasmes		•	•				•					•	•			•
Les fourmis		•	•		•		•		•			•	•	•		•
Qui suis- je? Profil			•				•		•				•			•
Qu'est-ce qu'il y a dans la cuisine?		•	•				•					•	•			•
Qui est dangereux ?		•	•				•					•				•
Qui est d'origine étrangère?		•	•				•				•	•				•
D'où viennent ces petites bêtes ?		•	•				•					•				•
Tableau des petites bêtes			•									•				•
Comment est la tarentule?			•				•					•				•
La forêt humide.			•				•					•				•
Le système défensif			•				•					•				•
Galerie des Stars		•	•				•		•			•				•
Restaurant pour petites bêtes		•	•				•					•				•
Les jeux		•	•				•					•				•



VELS Levels 4-5	Physical, Personal and Social Learning				Discipline-based Learning							Interdisciplinary Learning				
	Health & Physical	Interpersonal development	Personal Learning	Civics and Citizenship	The Arts	English	LOTE (French)	Humanities/Economics	Humanities/Geography	Humanities/History	Mathematics	Science	Communication	Design, Creativity & Technology	ICT	Thinking Processes
<i>Worksheet title and related activity for intermédiaire/francophone</i>																
La course aux petites bêtes	•	•				•						•				•
Classification des petites bêtes			•			•						•				•
L'album de la famille Phasme	•	•				•				•		•				•
Les papillons			•			•						•	•			•
Qu'est-ce que c'est une petite bête?	•	•				•						•				•
Les sons des grillons	•	•				•						•				•
Le vivarium des phasmes	•	•				•						•				•
Profil d'une petite bête étrangère	•	•				•		•				•				•
Qu'est-ce qu'il y a dans la cuisine?	•	•				•		•				•				•
Profil d'une petite bête.	•	•				•						•				•
Qui est dangereux?	•	•				•						•	•			•
Qui est d'origine étrangère?	•	•				•		•				•	•			•
D'où viennent ces petites bêtes?	•	•				•		•				•	•			•
Le système défensif	•	•				•						•	•			•
La forêt humide		•				•						•	•			•
L'habit ne fait pas le moine.		•				•		•				•	•			•
Profil d'une tarentule.		•				•		•				•				•
Les similarités et les différences		•				•						•				•
Prédateur et proie		•				•						•				•
Galerie des Stars	•	•				•		•				•				•
Restaurant pour petites bêtes	•	•				•						•				•
Les jeux	•	•				•						•				•



APPRENDRE ET RÉFLÉCHIR AVEC LES PETITES BÊTES								
ACTIVITY MATRIX								
Multiple Intelligences								
	NATURE	VERBAL LINGUISTIC	LOGICAL MATHEMATICAL	PICTURE/SPATIAL	BODY KINESTHETIC	MUSIC AUDITORY	GROUP	SELF
Bloom's Taxonomy KNOWLEDGE	Bug hunt around the school. Indicate where each bug was found: habitat Bug diversity	Brainstorm a list of bugs Record facts Read about bugs List bug's food, habitat, prey and predator L'album de la famille Phasme	List key features of bugs Group them according to various features: body, habitat etc. Graph results of Bug hunt; which bug was most/least prevalent	Qui suis-je? Select a petite bête and list 5 facts	Mime a bug	Chant a bug rap Learn a song Recite a comptine:i.e. un pou une puce	Play recall board game Help collect images for a class book featuring les petites bêtes	Play bug lotto What petite bête interests you the most? Which petite bête would you like to be?
COMPREHENSION	Life cycles Larve vs nymphe Bug survival factors	Describe and identify the structural features of les petite bêtes . How are they categorized? What do they do?	Describe the sequence of a bug's development from egg to adult.	Draw a petite bête: indicate its features: colour, pattes etc Put the life cycle of a petite bête in the correct order/sequence	Imitate how the bug moves according to cues given in the French Deviner la petite bête : charades	Reconstruct a song * Make a sound file of 5 different bugs. Play guess the sounds.	Relie le mot à l'image	Choose a bug to research Describe feelings about une petite bête: i.e. effrayante/ répugnante/ mignonne
APPLICATION	Identify relationship between bugs and their environment	Create a dialogue between a bug and its predator	Graph the results of bug dislike/fear survey. Map a habitat food chain-ecological pyramid	Draw a maze of an ants' nest- what does the largest chamber contain? *Make a petite bête. Label it in French.	*Bouge comme une chenille	Think of and imitate the sounds of at least 4 petites bêtes i.e. abeille, cigale	Interview 8 people to find out which bug each dislikes the most. Savez-vous que? Create a class book listing interesting facts about bugs.	Explain feelings J'ai peur de.... List 5 bugs you like /hate the most.



APPRENDRE ET RÉFLÉCHIR AVEC LES PETITES BÊTES								
ACTIVITY MATRIX								
Multiple Intelligences								
	NATURE	VERBAL LINGUISTIC	LOGICAL MATHEMATICAL	PICTURE/SPATIAL	BODY KINESTHETIC	MUSIC AUDITORY	GROUP	SELF
ANALYSIS	<p>How do you know an ecosystem is healthy?</p> <p>Where will you not find a bug?</p> <p>Bug survival: what bug might not be around in 2020. When is a dangerous bug not a dangerous bug?</p>	<p>Use a simile to describe an insect i.e : coloré comme un papillon</p> <p>L'habit ne fait pas le moine- which bug illustrates this proverb aptly.</p>	<p>Compare and contrast two bugs</p> <p>*What can't an X do?</p>	<p>Do a Venn diagram to show similarities and differences between two bugs.</p> <p>Draw the ecological pyramid of a garden</p>	<p>In a group name 4 ways bugs defend themselves from their predators</p>	<p>Why do bugs have certain sounds?</p> <p>What sound does a spider make? Why?</p>	<p>Explore reasons behind the fear of a particular bug. Which bug is the most feared?</p> <p>Why does the green tree ant <i>la fourmi tisserande</i>, build its nest in trees?</p>	<p>Perform a rhyme/poem about a petite bête.</p>
SYNTHESIS	<p>Predict the habitat for une petite bête 'imaginaire'.</p>	<p>List the PMI of la petite bête imaginaire.</p>	<p>Illustrate features of une petite bête 'imaginaire'</p>	<p>Design a new bug and label its features in French.</p>	<p>Perform the movement of your new bug</p>	<p>Perform a rap</p>	<p>Create a menu for un restaurant pour petites bêtes</p>	<p>Create a business card indicating your expertise 'savoir faire' in bug relocation.</p>
EVALUATION	<p>List 3 reasons why les petites bêtes should or shouldn't be displayed in museums.</p>	<p>List what items would be needed to keep a bug as a pet.</p>	<p>List one or two reasons why bugs should/should not be kept as pets.</p>	<p>How did you enjoy the museum displays. Which display did you find the most/least interesting?</p>	<p>Choose 10 petites bêtes and rank them in order from 1 -10 on how: -graceful they are -easily you can imitate their movements/ shape</p>	<p>Choose 5 petites bêtes and rank them in order from 1-5 on -loudness -musicality</p>	<p>Interview 5 people to find out who had kept a bug and what happened to the bug.</p>	<p>On the Web of Feelings sheet write La petite bête in the middle; list 5 petites bêtes in the next ring and adjectives that best describe your feelings about each in the outer ring.</p>

Adaption of *Minibeast Matrix*, Warnod, H. & Toop, W. CPS. 1998



LE VOCABULAIRE Débutant et Intermédiaire/francophone

Les petites bêtes - bugs	la futaie - dense woods/forests
l'abeille (f.) - bee	les gens (m.) - people
l'araignée (f.) - spider	la grenouille - frog
la blatte/le cafard - cockroach	l'incendie (m.) - fire
le bourdon - bumble bee	le lézard - lizard
le carabe - beetle (garden)	le miel - honey
la chenille - caterpillar	la nourriture - food source
la coccinelle - lady-bird	l'oiseau (m.) - bird
l'escargot (m.) - snail	la ruche - beehive
la fourmi / fourmi de feu - ant / fire ant	le serpent à sonnettes - rattle snake
la fourmi rouge - bull ant	le son - sound
la fourmi tisserande - green tree ant	la souris - mouse
le grillon - cricket	le suc - sap
la guêpe - wasp	le tueur - killer
la larve - grub	la tortue - turtle
la libellule - dragon-fly	la vitesse - speed
la limace - slug	
la mante religieuse - praying mantis	Les parties du corps
la mouche - fly	l'abdomen (m.) - abdomen
le mille-pattes - millipede/centepede	l'antenne (f.) - antennae
la nymphe - nymph	les ailes (f.) - wings
le papillon - butterfly	la coquille - shell
la phalène - moth	les crochets (m.) - fangs
le phasme - stick insect	l'épine (f.) dorsale - backbone
le pou [les poux] - louse [lice]	les pattes (f.) - legs
la puce - flea	les tentacules (m.) - tentacles
le puceron - aphid	le thorax - thorax
la sauterelle - grasshopper	les yeux (m.) - eyes
le scarabée - dung beetle	
le scorpion - scorpion	
la tarentule - tarantula	Le langage scientifique
le ver - worm	l'acide (m) formique - formic acid
	le coléoptère - beetle (generic)
Autres noms communs	le décomposeur - decomposer
la bouse - dung	les déchets (m.) organiques - organic waste
la chauve-souris - bat	l'exuvie (f.) - exoskeleton
le cimetière - cemetery	la larve - grub
la colombe - dove	le mimétisme - camouflage
la comparaison - simile	la mue - molt
le criminel - criminal	la nymphe - nymph
le dard - sting	ombrophile (adj.) - subject to regular rainfall
l'ennemi (m.) - enemy	le prédateur - predator
les excréments - pooh	la proie - prey
les feuilles mortes (f.) - dead leaves	la sclérophylle - sclerophyll



Verbes	Adjectifs
se cacher - to hide	amusant(e) - funny
chanter - to sing	argenté - silver
chasser - to hunt	bruyant(e) - loud
glisser - to slide	coloré(e) - colourful
manger - to eat	criminel/criminelle - criminal
muer - to molt	dégoûtant(e) - disgusting
se nourrir - to feed	effrayant(e) - scary
pincer - to pinch/ grip	étranger/ étrangère - alien
piquer - to sting	épineux/ épineuse - spiny
roucouler - to coo	grand - big/tall
subir - to undergo	irritant(e) - annoying
venir de - to come from	inoffensif/ inoffensive - harmless
(vient de) - (comes from)	lourd(e) - heavy
voler - to fly / to steal	nuisible - detrimental
	offensif/ offensive - harmful
Habitats	petit - small
les arbres - trees	poilu(e) - hairy
les buissons - bushes	pourri - rotting
les champs - fields	répugnant(e) - repulsive
l'écorce (f.) - bark	utile - useful
l'étang - pond	venimeux/ venimeuse - poisonous
les fissures des murs - cracks in walls	volant(e) - flying
la forêt - forest	vrai(e) - true
la forêt humide - rainforest	
la fourmilière - subterranean ant's nest	Superlatifs/ comparatifs
la litière - undergrowth/leaf litter	le plus grand - the biggest
la prairie - grassland	le plus petit - the smallest
le sol - dirt/ ground	plus petit que - smaller than
le trou/terrier - hole/ burrow	
les végétaux - plants	
la végétation - vegetation	Catégories
	arachnide - arachnid
Autres mots utiles	insecte - insect
à motifs - patterns of	mollusque - mollusc
à taches / taché de - spots	myriapode - myriapod
sans - without	
quelquefois - sometimes	



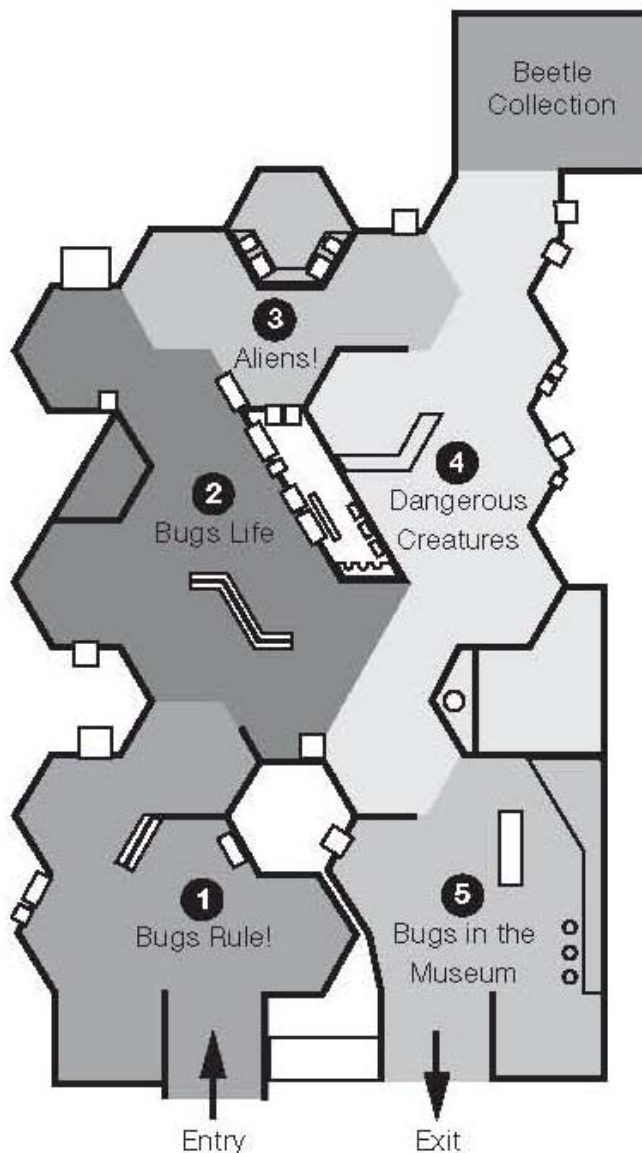
Exhibition Notes

Bugs Alive!

Live and informative exhibits provide information on everything you ever wanted to know about bugs—from those living in our homes or gardens to the large and small found in Australia and elsewhere.

This exhibition features over 100 species of live bugs, hands-on activities and a wide variety of specimens from Museum Victoria's insect and spider collection. For more information about the live insect and collections on display, visit: <http://museumvictoria.com.au/bugs/exhibition/>

Bugs Alive! is located in the in the Science & Life Gallery

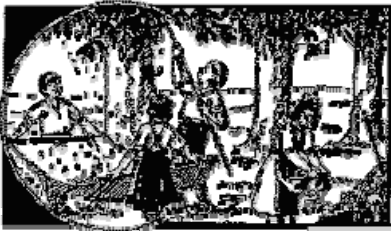




Cultural notes

Une Petite bête/ Mini bête: The term mini-beast is used in our schools. However, the French refer to bugs as *les petites bêtes*. The term '**ma petite puce**' is also used to express affection or endearment.

Le Hannetonage: Named after Le *hanneton* - a beetle common in France. These beetles were pests to farmers and prior to pesticides the villagers would recruit schoolchildren after school in the spring to shake the bugs out of the trees and bushes. www.abcq.net
These days the '*hanneton*' beetle is relatively rare in France due to the use of sprays and pesticides.



Hannetonage, vers les années 30

Le coléoptère: is the generic term for 'beetle'. *Le hanneton, la coccinelle, le carabe, le scarabée* are all types of beetles.

La fourmi tisserande is the correct term for **la fourmi verte**. The Green Tree Ant is in French called the 'weaver ant'. This ant does not dig its nest under the ground but makes its nest in the trees by weaving the leaves together. **Tisser-** to weave.

L'Entomophagie [manger des insectes]. Entomophagous cuisine is very popular in many parts of the world and dates back to ancient times. Long considered the richest source of protein many species of bugs have been eaten either raw or cooked. The following recipes/ menu items may be useful if you are planning a 'bug' restaurant as part of one of your pre- or post-activities.

Chenilles du Maguey

1 kilo de chenilles du sel du beurre de l'ail 2 oignons de la coriandre
3 tomates coupées

Laver les chenilles soigneusement et les sécher. Les faire frire dans l'huile très chaude jusqu'à ce qu'elles gonflent et soient bien dorées. Saler. Faire frire dans du beurre de l'ail, des oignons hachés, du piment et de la coriandre. Ajouter les tomates coupées en quartiers. Laisser mijoter. Servir les chenilles accompagnées de cette sauce et de galettes de maïs.

Sauterelles au chocolat

500g de sauterelles 200 g de chocolat noir 150 g de beurre

Laver les sauterelles soigneusement et les sécher. Faire fondre au bain-marie le chocolat noir avec du beurre. Tremper les sauterelles dans le chocolat fondu, les retirer et les laisser durcir au frigo.

Fourmis au chocolat

Larve grillée avec jus de citron

Chenilles frites

Chrysalides sucrées [délicatesse d'Asie]

Chenilles fumées

Omelette aux escargots

Grillons séchés

For more ideas visit:

<http://entomophagie.free.fr/recettes.htm>
www.aftouch-cuisine.com



Science concepts

Bugs are animals called **arthropods** (meaning *jointed legs*). They all have external skeletons, a segmented body and jointed legs e.g. insects, spiders, centipedes and slaters. Animals without legs - like slugs, snails, worms and leeches - are usually not called 'bugs'.

Bugs play a variety of roles within an ecosystem, some assist the decomposition of waste materials and recycle nutrients in the soil; others disperse seeds or pollinate plants. Some bugs are seen as 'harmful' because they transmit diseases (flies, cockroaches, mosquitoes), others are poisonous (red-back spider, paralysis tick, scorpion), some are called pests (snails, aphids).

Arthropods include groups with different numbers of legs and antennae:

insects have 3 pairs of legs and 1 pair of antennae eg ants, beetles, flies, moths

arachnids have 4 pairs of legs and 0 antennae eg spiders, scorpions

myriapods have many pairs of legs and 2 pairs of antennae eg millipedes, centipedes

crustaceans have 2 pairs of antennae eg slaters, crabs

For further information on classification: www.csiro.au/resources/pfhc.html and www.bestioles.ca
Or play *Bug Catcher* <http://museumvictoria.com.au/bugs/catcher/index.aspx>

La métamorphose complète:

l'oeuf - **la larve** - la pupe ou le cocon - l'adulte

e.g. Le papillon, le doryphore

Complete metamorphosis:

egg – **larva [grub]** – pupa – adult [that is completely different to the egg hatchling]

e.g. butterfly, Colorado beetle

La métamorphose incomplète:

l'oeuf - **la nymphe** [forme minuscule de l'adulte] – **les mues** – adulte

e.g. Le phasme, la libellule, l'araignée

Incomplete metamorphosis:

egg – **nymph [miniature version of the adult]** – several **molts** – adult

e.g. stick insect, dragonfly, spider.

Ecological cycle:

The living and non-living factors that contribute to a sustainable environment that exists within every ecosystem, no matter how small. i.e. sun, soil, water, vegetation, herbivores, omnivores, carnivores, decomposers. Man is both predator and decomposer and is at the top of any ecological pyramid and an important player (detrimentally or positively) in any ecosystem.

Le cycle écologique:

C'est l'ensemble des êtres vivants qui se nourrissent les uns des autres et des éléments de la nature. C'est à partir d'une chaîne d'indépendance que l'équilibre de l'écosystème s'établit. Il y a d'abord les végétaux- le commencement d'une chaîne interdépendante. Ensuite il y a les herbivores [les petites bêtes, les mammifères]. Puis, il y a les omnivores [les carnivores, les oiseaux insectivores, les petits reptiles, les amphibiens et les mammifères]. Les décomposeurs

Teacher Notes



Apprendre et réfléchir avec les petites bêtes

terminent la chaîne. Ils transforment les végétaux ou les animaux morts en petits éléments qui nourrissent la terre. Avec le soleil et l'eau cette terre nourrira à nouveau les végétaux.

La litière: c'est la couche à la surface d'un habitat [forêt, champs, jardins] où se trouve les débris organiques et les végétaux.

L'habit ne fait pas le moine

When half my class decided that the praying mantis was a 'cute' and 'gentle' insect I was compelled to read to them the following extract from Fabre's book:

'...with her forelegs, like arms, raised to the sky as though in prayer.....the insect seemed like a priestess or a nun, and so she came to be called the Praying Mantis.

There was never a greater mistake! Those pious airs are a fraud; those arms raised in prayer are really the most horrible weapons, which slay whatever passes within reach. The Mantis is fierce as a tigress, cruel as an ogress. She feeds only on living creatures.

There is nothing in her appearance to inspire dread. She is not without a certain beauty, with her slender, graceful figure, her pale green coloring, and her long gauze wings.She almost has a face.

Great is the contrast between this peaceful looking body and the murderous machinery of the fore-legs. The haunch is very long and powerful, while the thigh is even longer, and carries on its lower surface two rows of sharp spikes or teeth. Behind these teeth are three spurs. In short, the thigh is a saw with two blades, between which the leg lies when folded back.

This leg itself is also a double-edged saw, provided with a greater number of teeth than the thigh. It ends in a strong hook with a point as sharp as a needle, and a double blade like a curved pruning-knife. '

(p.24 Fabre, Jean Henri. *Fabre's Book of Insects* 1998)



Teacher Notes

Self assessment rubric

[http://www.education.vic.gov.au/student_learning/teacher/default.htm]

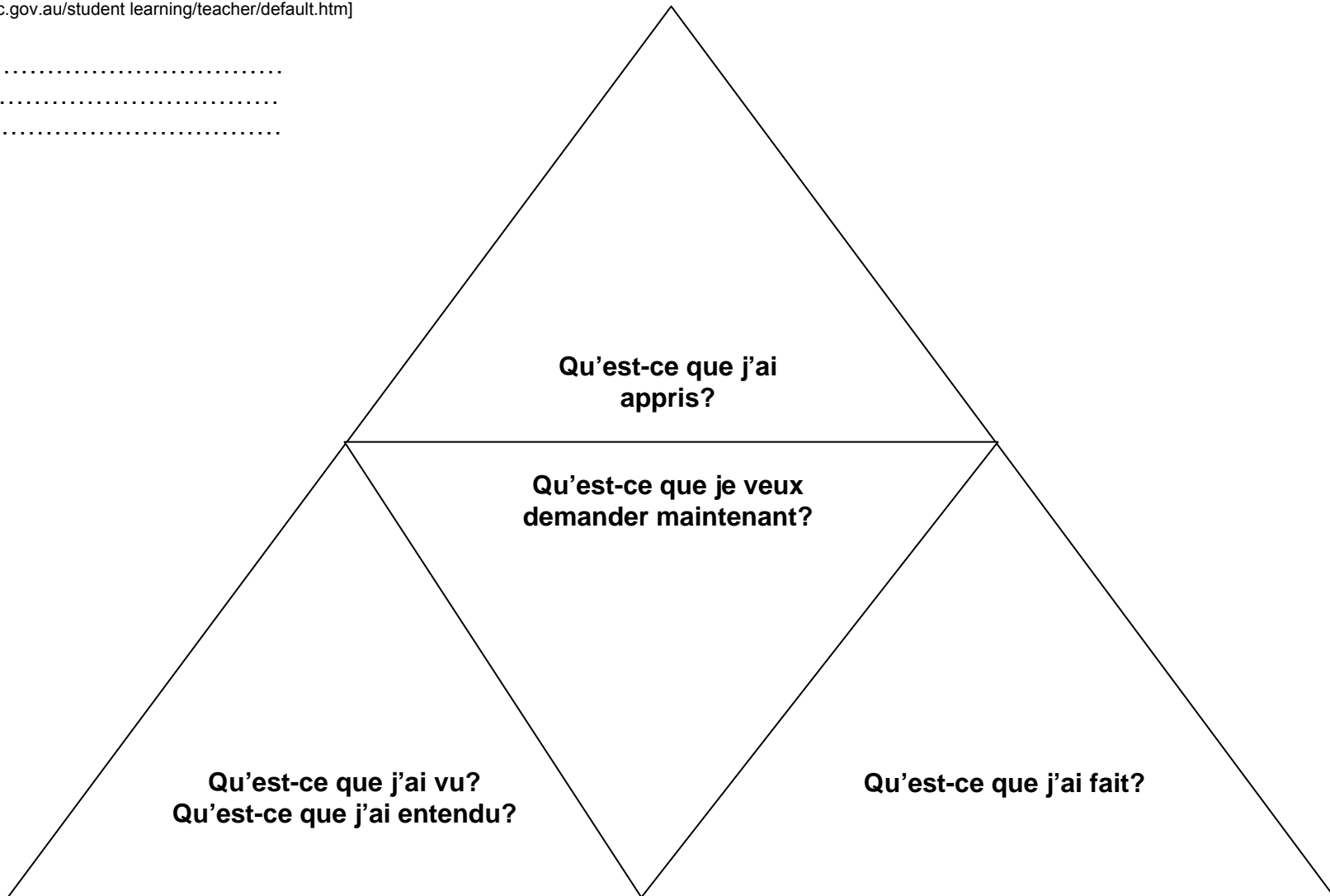
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Apprendre et réfléchir avec les petites bêtes





Rubric for Outcomes

Unit Outcomes	Beginning	Developing	Achieved
<p>QU'EST-CE QUE C'EST?</p> <p>Can correctly identify a bug given visual cues.</p>	<p>Students list some bugs in French and some in English.</p>	<p>Students list most bugs in French.</p>	<p>Students can identify and describe bugs in French.</p>
<p>CLASSIFIER</p> <p>Can correctly classify a bug.</p>	<p>Students observe basic features and can classify some bugs correctly.</p>	<p>Students observe features and can classify most bugs correctly.</p>	<p>Students can correctly name and classify a bug.</p>
<p>IDENTIFIER LES PARTIES DU CORPS.</p> <p>Can correctly draw and label the body parts of a bug.</p>	<p>Students can draw and label, in French, some parts of a bug correctly.</p>	<p>Students can draw and label, in French, most parts of a bug correctly.</p>	<p>Students can draw and label, in French, all parts of a bug correctly.</p>
<p>QUI SUIS-JE?</p> <p>Identify and describe the behaviour of a bug.</p>	<p>Students can mimic the behavior of a bug and give simple oral cues.</p>	<p>Students can convey meaningful information during a role-play.</p>	<p>Students can convey meaningful information correctly when describing a bug.</p>
<p>LA COURSE / AU MUSÉE</p> <p>Follow directions to complete simple investigations.</p>	<p>Can read and understand some of the directions to make observations.</p>	<p>Can read and understand most of the directions and note their observations.</p>	<p>Can read and understand the directions to complete and interpret their observations.</p>
<p>COMPARER</p> <p>Can compare the structural features of two insects.</p>	<p>Students can list some of the structural similarities between two insects.</p>	<p>Students can list most of the similarities between two insects. Students can name one basic difference.</p>	<p>Students can name and describe the similarities and differences between each insect.</p>
<p>ÉCOUTER</p> <p>Can read or listen to passages and extract basic factual information.</p>	<p>Can understand some information and identify, aurally, some of the vocabulary.</p>	<p>Can understand most information and identify some vocabulary given aural cues.</p>	<p>Demonstrates the ability to understand and interpret the information by completing the tasks correctly.</p>

Teacher Notes



Apprendre et réfléchir avec les petites bêtes

Rubric for Outcomes

Unit outcomes	Beginning	Developing	Achieved

Self assessment rubric http://www.education.vic.gov.au/student_learning/teacher/default.htm



Resources: French

Story Books

Morin, M. *L'atelier des vers à soie* [1994] Modulo Editeur. Canada
St-Onge, C. *Le travail d'Alice* [1994] Modulo Editeur Canada
Carle, Eric. *La Chenille qui fait des trous* (Trans. Thierry Dè) Mijade. Fr.
Krings, Antoon. *Loulou le pou.* [2002] Gallimard Jeunesse. France
Krings, Antoon. *Belle la coccinelle.* [2002] Gallimard Jeunesse. France
De la Fontaine, Jean. *La cigale et la fourmi,*
Pascale de Bourgoing, *La coccinelle,* [989] Gallimard. France
Anderson, E. & Brottes, L. *L'Album de la Famille Phasme.* Illustrations by Museum Victoria 2008

Songs

Madame l'araignée, Sing and Learn French. 2005 ABC Melody, Sydney

Web sites

www.abcq.net/insects/sommaire.htm [accessed May 2008]
<http://pedagogie.ac-toulouse.fr/sciences31> [accessed April 2008]
<http://www.bestioles.ca/insectes/papillons.htm> [accessed March 2008]
<http://world.mongabay.com/francais.htm> [accessed May 2008]
http://fapaq.gouv.ca/fr./EDUC/pleins_feux/mai.2007.htm [accessed March 2008]
<http://colegio.fracia.oral.free.fr/chants/themes/animaux/comptines-insectes.htm> [accessed June 2008]
<http://educ73.ac-grenoble.fr> [accessed April 2008]
<http://fr.wikipedia.org/insectes> [accessed May 2008]
<http://ec-253b-daumesnil.scola.ac-paris.fr/phasmes/Fiche%20Enseignant.htm> [accessed March 2008]

Resources Web sites: ENGLISH

www.museum.vic.gov.au/bugs [accessed Feb. 2008]
www.education.vic.gov.au/LOTE_rubric_maker [soon to be completed]
www.wettropics.gov.au [accessed May 2008]
www.vels.vcaa.vic.edu.au [accessed May 2008]
Kahootz 3 LOTE (to be released August 2008)
<http://www.amonline.net.au/invertebrates/cru/index.htm>
www.education.vic.gov.au/studentlearning/teacher/default.htm (accessed July 2008)
www.science.org.au/primaryconnections

Books

Henderson, A & D., Sinclair, J. *Bugs Alive!: A guide to keeping invertebrates.*
Fabre, Jean Henri. *Fabre's Book of Insect* (1998) Dover Publications Inc. N.Y.
Life and Living Things: Primary Connections. 2007. Australian Academy of Sciences.

Kit

Finders Keepers, Museum Victoria 2008, Outreach Resource