

Year 5

Languages- French

Unit

How can I describe and help protect wildlife in New Caledonia?



Description

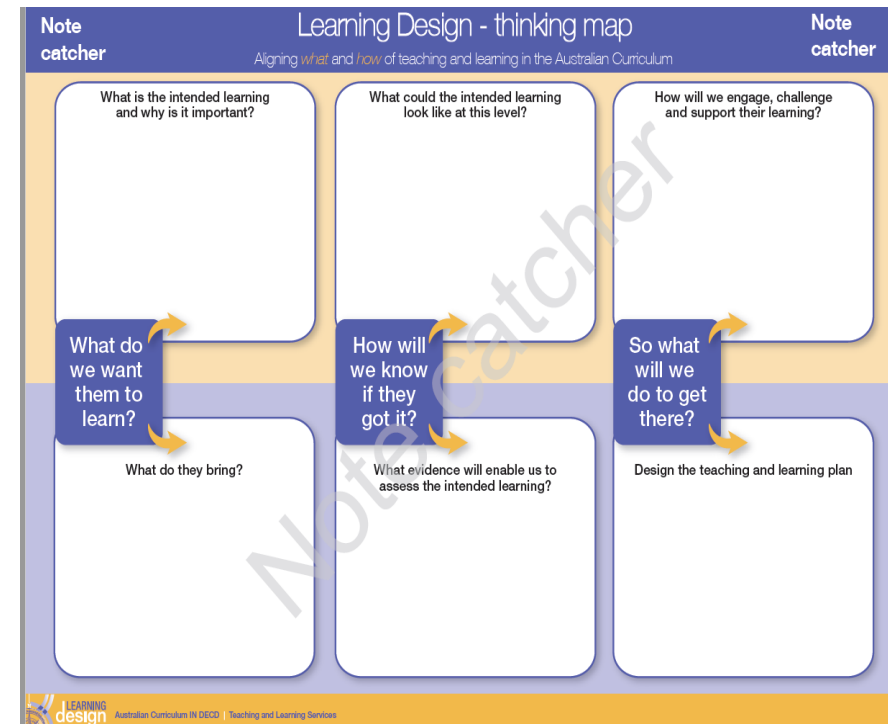
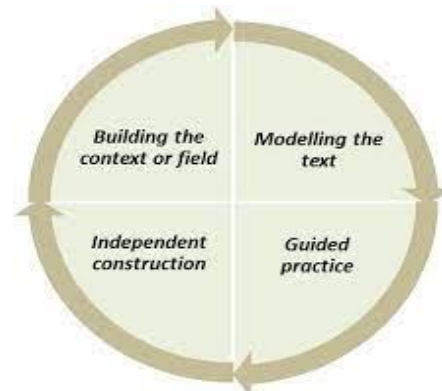
In this unit, students will engage with a range of texts to investigate how to talk about and protect wildlife in New Caledonia. Students will collaborate and use a story board to create a script to perform using clay animation. The unit is interdisciplinary as it links to Sustainability.

Context

The author, Yvette Pinto, teaches French at Bellevue Heights PS in South Australia.

This unit is written for second language learners who have one 50-minute lesson per week. The learning sequence is modelled on the 'Teaching and Learning Cycle'. The intended learning

important as it relates to students' personal worlds and addresses Key Questions and Concepts. Year 5 students are particularly interested in animals and how to protect them. Students will enjoy being on a pretend holiday to New Caledonia. They will be engaged and challenged to create an animation in French which links to the 'Sustainable Development Goals' and Media Arts. The unit is designed around the SA Department for Education 'Learning Design-thinking map'.



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The lessons are written to develop students thinking skills and promote student advocacy. High Impact Teaching Strategies are used throughout the unit. Using clay animation at the conclusion of the unit is engaging for all learners from diverse backgrounds and learning abilities. Adequate scaffolding is provided for students on One Plans who need support, and extension tasks are provided for native speakers of French and learners who need to be challenged.

Unit Learning intentions

Students will be able to:

- **use** written and spoken French for classroom interactions
- **identify** key points and supporting details when reading and listening to texts about countries where French is spoken and wildlife in New Caledonia
- **gather** and **compare** information about wildlife in New Caledonia from a range of texts
- **consider** if wildlife should be protected or their body parts used for commercial gain
- **describe** wildlife in New Caledonia using present tense verb forms, conjunctions and connectives, positive and negative statements, and adverbs
- **create a** connected text describing an animal, using structured models and processes of drafting and re-drafting
- **work collaboratively** to rehearse the script and create a clay animation
- **use** appropriate pronunciation and intonation
- **review** and **reflect** on the elements of their script.

General capabilities:

Critical and creative thinking (CCT)

- identify and justify the thinking behind choices they have made.

Personal and social capability (PSC)

- monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses, and fulfilling their potential.

Information and communication technology (ICT)

- Select from, and safely operate, a range of devices to undertake specific tasks

Literacy (L)

- Plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences.

Unit sequence

Sequence 1: Discovering where French is spoken

- Lesson 1 - Where is French spoken?
- Lesson 2 - Let's discover New Caledonia!
- Lesson 3 - Let's be tourists!

Learning objectives:

Students:

- **use** written and spoken French for classroom interactions and transactions
- **ask** and **answer** questions in complete sentences in familiar contexts using appropriate pronunciation, intonation and non-verbal communication strategies
- **gather** and **compare** information from a range of texts
- **identify** key points and supporting details when reading and listening

Sequence 2: In New Caledonia- Learning the vocabulary and grammatical structures necessary to complete the formative assessment task at the end of the unit of work.

- Lesson 4 - At the Parc zoologique et forestier Michel Corbasson .
- Lesson 5 - How do we say the names of wildlife in French?
- Lesson 6 - Let's visit the 'Cagou' enclosure!
- Lesson 7 - Let's visit the 'rousette' enclosure!
- Lesson 8 - Creating a picture book.

Learning objectives:

Students:

- **ask** and **answer** questions in complete sentences in familiar contexts using appropriate pronunciation, intonation and non-verbal communication strategies
- **gather** and **compare** information from a range of texts
- **identify** key points and supporting details when reading and listening
- **create** connected texts such as descriptions and picture books, using structured models and processes of drafting and re-drafting

- **convey** information in different formats to suit specific audiences and contexts
- **recognise** and use with support verb forms such as *le futur proche* (*je vais + l'infinitif*)
- **use** present tense verb forms, conjunctions and connectives, positive and negative statements and adverbs.
- **identify** differences in commonly used text types commenting on differences in language features and text structures

Sequence 3: Learning text structures and features and writing own texts

- Lesson 9 - Reading picture books to buddy class and celebration of learning.
- Lesson 10 - Let's go to the 'Aquarium des Lagons'!
- Lesson 11 - Did you know New Caledonia is a sanctuary for whales?
- Lesson 12 - What can we do about pollution?
Extension work for native speakers of French and those who require a challenge.
- Lesson 13 - Assessment task - We are animators!
- Lesson 14 - Let's make a model of an animal and its habitat!

Learning objectives:

Students:

- **ask** and **answer** questions in complete sentences in familiar contexts using appropriate pronunciation, intonation and non-verbal communication strategies
- **gather** and **compare** information from a range of texts
- **identify** key points and supporting details when reading and listening
- **create** connected texts such as descriptions and picture books, using structured models and processes of drafting and re-drafting
- **convey** information in different formats to suit specific audiences and contexts
- **use** present tense verb forms, conjunctions and connectives, positive and negative statements and adverbs.
- **identify** differences in commonly used text types commenting on differences in language features and text structures

Sequence 4: Perform, celebrate, and reflect

- Lesson 15 - Performing the animation.
- Lesson 16 - Reviewing and reflecting on the new knowledge and skills learned. Celebration.

Learning objectives:

Students:

- **ask** and **answer** questions in complete sentences in familiar contexts using appropriate pronunciation, intonation and non-verbal communication strategies
- **use** present tense verb forms, conjunctions and connectives, positive and negative statements and adverbs.

Achievement Standard -Year 5

Students are working towards the following Achievement Standard.

Skills

By the end of year 6, students:

- **use** written and spoken French for classroom interactions and transactions, and to **exchange** personal ideas, experiences and feelings
- **ask** and **answer** questions in complete sentences in familiar contexts using appropriate pronunciation, intonation and non-verbal communication strategies
- **gather** and **compare** information from a range of texts
- **identify** key points and supporting details when reading and listening
- **create** connected texts such as descriptions and picture books, using structured models and processes of drafting and re-drafting
- **convey** information in different formats to suit specific audiences and contexts
- **recognise** and use with support verb forms such as *le futur proche (je vais + l'infinitif)*
- **use** present tense verb forms, conjunctions and connectives, positive and negative statements and adverbs.

Understandings

By the end of year 6, students:

- **identify** differences in commonly used text types, for example, greetings, instructions and menus, commenting on differences in language features and text structures

South Australian Scope and sequence

Strand: Communicating

Thread: Obtaining and using information

Year 5 students - **Gather** information from a range of texts and **use** information in a variety of ways.

Students:

- **gather** information from peers related to interests or preferences, such as favourite places or preferred modes of transport, for example, *J'aime le zoo, Je préfère*
- **view** simple informative texts, such as a documentary, video or interview
- **share** information in different formats, such as a labelled diagram, concept map, pros and cons list, pie chart, completing a data table.

Thread: Conveying and presenting information

Year 5 students - **Convey** factual information and ideas using connected sentences, and **present** in different formats to suit different audiences.

Students:

- **write** and **present** an information report using connected sentences and descriptive language, for example, a weather report or a report about *les animaux du zoo* including factual information such as appearance, habitat and food
- **plan** and **present** factual information using images, symbols, graphs, titles, captions and connected sentences

Prior curriculum

Reception/Foundation- Year 4

Current year
level
Year 5

Working Towards
Year 6

Sub-strand: Informing

Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; and developing and applying knowledge.

Thread: Obtaining and using information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notice images, letters and words in simple spoken, written and multimodal texts and use in guided activities. Students: <ul style="list-style-type: none">listen for key words in	Recognise letters, key words and phrases in simple, familiar texts and use in guided activities. Students: <ul style="list-style-type: none">recognise key words and	Recognise and locate key words and simple sentences in familiar texts and use information to participate in modelled activities. Students:	Locate and use key information from a variety of simple texts, relating to home, school and local environments. Students:	Locate and use specific information from a variety of texts, related to people, events, time and place. Students: <ul style="list-style-type: none">listen to short spoken texts	Gather information from a range of texts relating to routines, preferences and interests and use information in a variety of ways. Students:	Gather and compare information from a range of sources relating to young people's lifestyles, interests and preferences and use information in different ways.

Thread: Conveying and presenting information

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Share factual information about self, familiar people or objects, using gestures, pictures, modelled sounds and words. Students:	Share factual information about self, family or favourite things using gestures, pictures, familiar words and modelled sentences.	Present factual information about family, friends and favourite things using modelled phrases and simple sentences. Students:	Present factual information relating to home and school using simple, descriptive sentences. Students: <ul style="list-style-type: none">create or play games, such	Present factual information about home, school and the environment, using short, descriptive sentences. Students: <ul style="list-style-type: none">use simple descriptive	Convey factual information and ideas using connected sentences, and present in different formats to suit different audiences.	Convey factual information, ideas and opinions using connected sentences in paragraphs, and present in different formats to suit specific audiences and contexts.

Key Questions

- Where in the world is French spoken?
- What animals are found in New Caledonia?
- How can we protect marine life and help endangered animals?
- How can we reduce our plastic footprint?
- What vocabulary and grammatical structures do we need to write a connected text about an animal's features and how to protect it?
- How do I create an animation?

Key Concepts

Travel, Culture, Sustainability, Cause and Effect

Vocabulary and Grammatical Structures

- Numbers 1-50, greetings, countries of the world, names of animals, habitats, food
- Masculine and feminine nouns
- The present tense e.g. I am Je suis...I live Je vis..... I eat... Je mange...
- Conjunctions and Connectives- et, mais, parce que, adjectives and adverbs
- Positive and negative statements e.g. Je ne vole pas.
- *Le futur proche* (je vais + l'infinitif) e.g, Je vais visiter le Parc zoologique et forestier et nager à la plage.

Thinking Routines

- Think, Pair, Share
- See, Think, Connect
- See, Think, Wonder
- Give one, Get One
- I used to think.....Now I think...
- '3-2-1 Bridge'
- Circle of Viewpoints

Differentiation

This unit of work is written and targeted for Year 5 students. The Unit Plan may be adapted to accommodate students' prior knowledge, interests and/or combined year levels. The unit can be differentiated for all learners with additional scaffolding. For example, students with special needs can copy or complete sentences rather than write their own.

This unit of work integrates the 'Sustainable Development Goals'.

SUSTAINABLE DEVELOPMENT GOALS



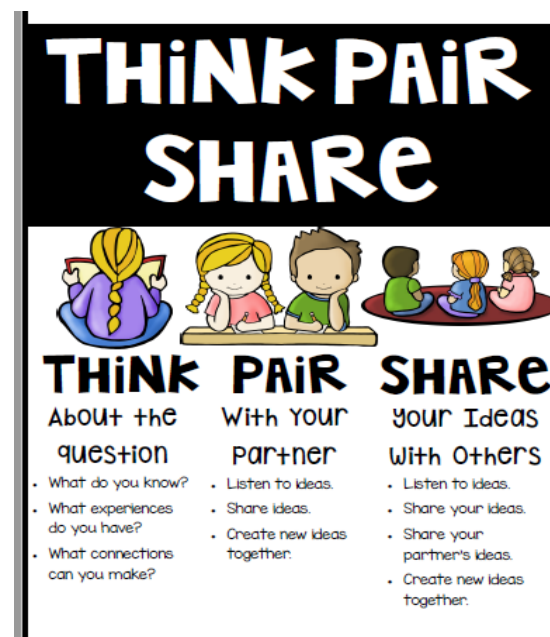
Unit sequence

Lesson 1- Unit Introduction- Where is French spoken?

During the lesson

- Hand out a 'Think, Pair, Share' Thinking Routine template. (template on next page)
- Display the question 'Where in the world is French spoken?'
- Complete the Thinking Routine with the class and record students' responses to display in the classroom.
- Watch a YouTube video about the names of countries where French is spoken.
- Ask the students if they have visited any of the countries.
- Students work in pairs to research where French speaking countries are located in the world.
- Students locate the countries on a world map and label them in French.

Think Pair share Image
downloaded free from
'Teachers Pay Teachers'.
Author-Teach with Ashley



Conclusion

Formative assessment -Self-assessment

- Revisit the initial 'Think, Pair, Share' so that students can assess their new knowledge of French speaking countries.
- Students complete the Thinking Routine 'I used to think.....Now I think....'
- Conclude the lesson with a French song such as 'Comptine - Les pays du monde' by Monde des Petits to reinforce pronunciation.
<https://www.youtube.com/watch?v=RIxRGeHryXg>



Think - Pair - Share

1. Think

What I think?

2. Pair

What my classmate thinks?



3. Share

What we will be sharing with the rest of the class?

Lesson 2- Let's discover New Caledonia!

During the lesson

- Read the following scenario to the class. 'We have won a holiday to New Caledonia. We are having a great time being tourists, practising French, visiting the 'Parc zoologique et forestier Michel Corbasson' and 'Aquarium des Lagons'. We notice rubbish on the beach and are concerned about how we can help to protect the wildlife so that future generations can enjoy visiting New Caledonia.

Prior Knowledge

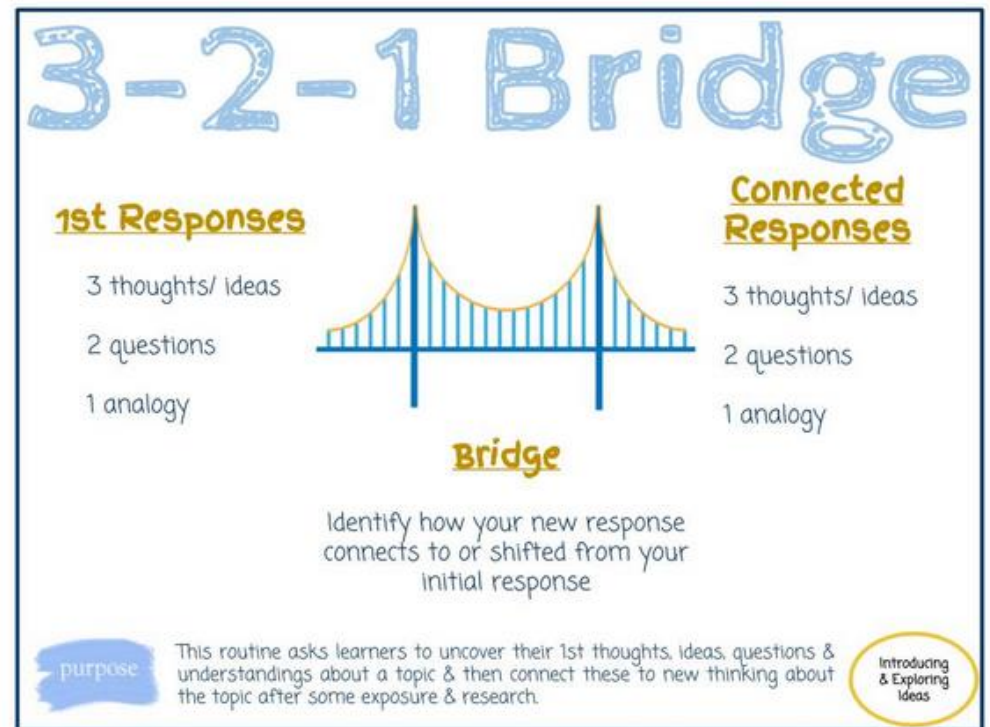
What do students already know about New Caledonia and its wildlife?

- Give each student a '3-2-1 Bridge' Thinking Routine template.

'The 3 2 1 Bridge routine asks learners to uncover initial thoughts, ideas, questions and understandings about a topic before and after instructional learning has occurred. Learners will connect these to new thinking after some exposure and research. The routine helps students to recognise and name their own learning and development.' This quote and templates can be located on

<https://thinkingpathwayz.weebly.com/321bridge.html>

- Students individually record their first responses by writing 3 thoughts/ideas they may know about New Caledonia, 3 questions they have and 1 analogy.
- Collect students work. Students will revisit their responses at the conclusion of the unit.

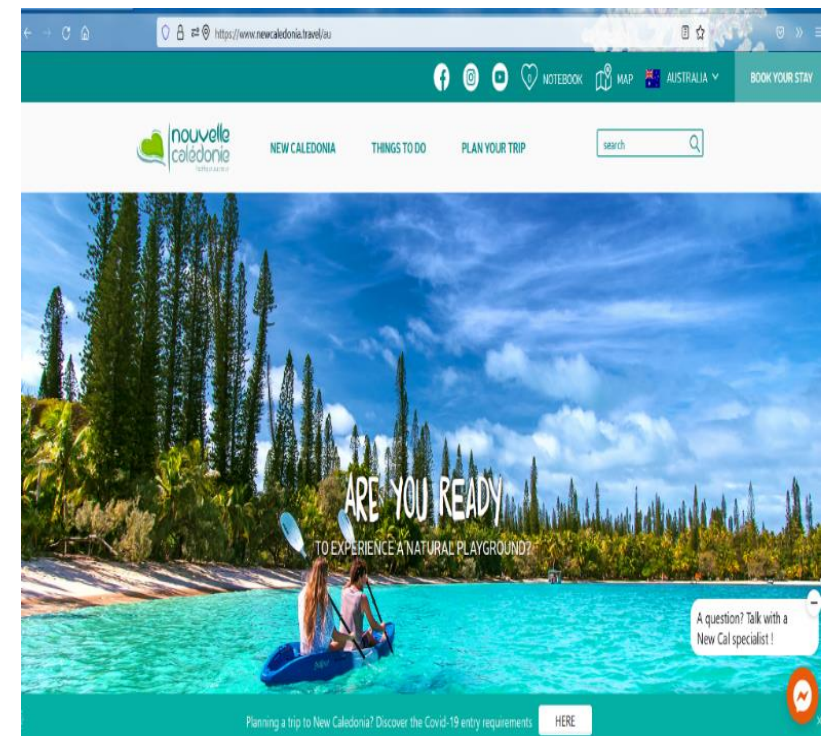


Next

- Explain that French is spoken in New Caledonia and where the country is in relation to Australia.
- Discuss why French is New Caledonia's official language.
- In the computer room or on laptops students visit the website <https://www.newcaledonia.travel/au> and record interesting facts about New Caledonia.

Conclusion

- Conclude the lesson with students using the facts they researched and the 'Give One, Get One' Thinking Routine to share their new information about New Caledonia.



Give One, Get One

- ❑ Record your response to the given topic, prompt or question
- ❑ Share one of your ideas with a partner
- ❑ Get one new idea from your partner
- ❑ Ask them *Why is that important?* or *Why did you make that connection?*
- ❑ Record their response and reasoning
- ❑ Repeat with up to two more people



purpose

This routine asks learners to activate prior knowledge and generate ideas about a topic, prompt or question and share their thinking with others to build a broader picture.

Introducing
& Exploring
Ideas

Lesson 3- Let's be tourists!

Image taken from <https://www.aircalin.com.au/en/discover-aircalin>

Before the lesson

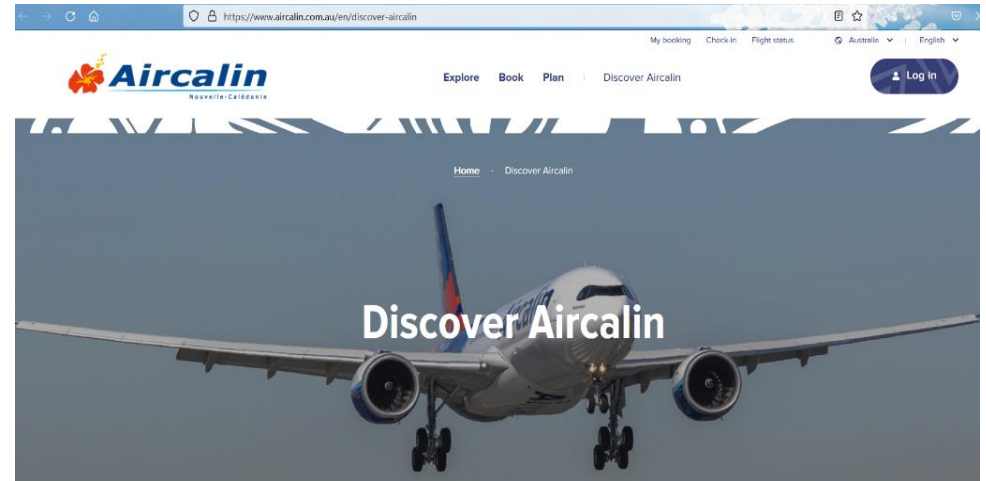
- Arrange the chairs to represent seating on an aeroplane.
- Label each seat number in French.
- Dress up as a flight attendant.

During the lesson

- Greet students in French and welcome them on board the pretend aeroplane to New Caledonia.
- Hand each student an aeroplane ticket with a seat number.
- Students listen to their number in French and sit in the correct seat.
- Provide in-flight entertainment. Students watch and sing along to French number songs.
- Play French buzz or loto to learn the correct pronunciation for numbers.
- Students locate their ticket number on a vocabulary chart/in a French dictionary and write the word in their workbooks.
- Students draw themselves on the plane
- Explain to students how to use *le futur proche* (*je vais + l'infinitif*)
- Revise conjunctions
- Brainstorm ideas and model sentences using *le futur proche* (*je vais + l'infinitif*) about activities the students would like to do in New Caledonia.
- In a speech bubble students write 2 things they would like to do in New Caledonia using *le futur proche* (*je vais + l'infinitif*) and a conjunction. For example, *Je vais voir les animaux et nager à la plage.*

Conclusion - Formative Assessment

- Students sit in a circle and read their work to the rest of the class.
- Teacher uses a checklist to assess pronunciation.
- Collect work and assess use of *le futur proche* (*je vais + l'infinitif*)



Lesson 4 -At the Parc zoologique et forestier Michel Corbasson

Before the lesson

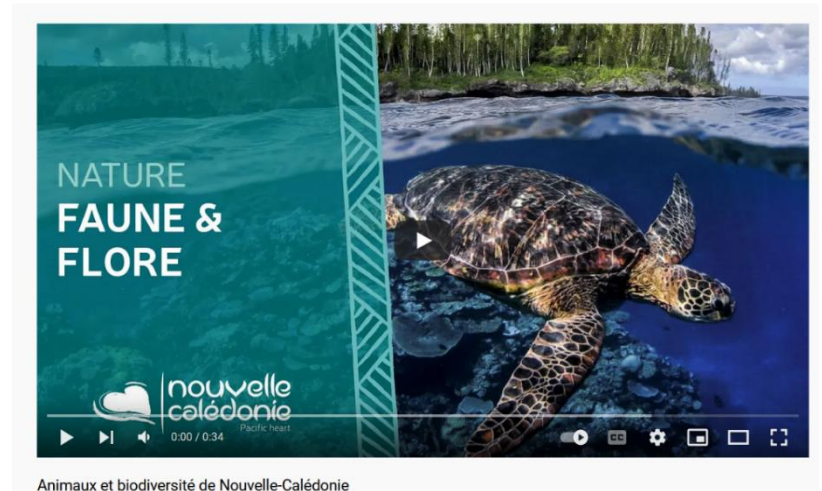
- Arrange the chairs to represent seating on a bus.

During the lesson

- Explain to the class that they have arrived in New Caledonia and are going on an excursion to the *Parc Zoologique et Forestier Michel Corbasson*.
- As the class enters the classroom, welcome the students to New Caledonia using French greetings such as '*Bonjour Xavier! Ça va? Bienvenue en Nouvelle Calédonie!*'
- Students respond in French. Provide vocabulary support if needed. Revise numbers by telling students which seat number they must sit in.
- Use the thinking routine 'Think, Pair, Share', to discuss the questions: What zoos have you visited? Why do we have zoos? What is their purpose?
- Record students' responses, for example to protect animals that are becoming endangered and extinct.
- Discuss 'les animaux australiens', and how to say them in French e.g. *le koala*.
- Refer to You Tube clips on the internet.
- Find out students' prior knowledge by asking the class 'What animals can we see in New Caledonia?'
- Record students' responses on a graphic organiser.
- Provide students with a poster of animals found in New Caledonia. (I have provided a poster resource on the next page.) For your own images you can visit <https://www.newcaledonia.travel/nz/noumea/zoological-forest-park>
- Whilst looking at the illustrations on the poster, students use the thinking routine 'See, Think, Connect' to answer the questions:
See-What do you see?
Think-What do you think are the names of these animals?
Connect-Do we have any of these animals in Australia?

Conclusion

- Students record their responses
- teacher records responses and displays the work in the classroom.



See, Think, Connect images

Images taken from 'Guide des Poissons de Nouvelle-Calédonie- Pierre Laboute and René Grandperrin. Also

<https://www.newcaledonia.travel/nz/noumea/zoological-forest-park>

<https://www.newcaledonia.travel/en/why-new-caledonia>



Lesson 5-How do we say the names of wildlife in French?

Before the lesson

- Prepare a vocabulary poster of wildlife in New Caledonia

During the lesson

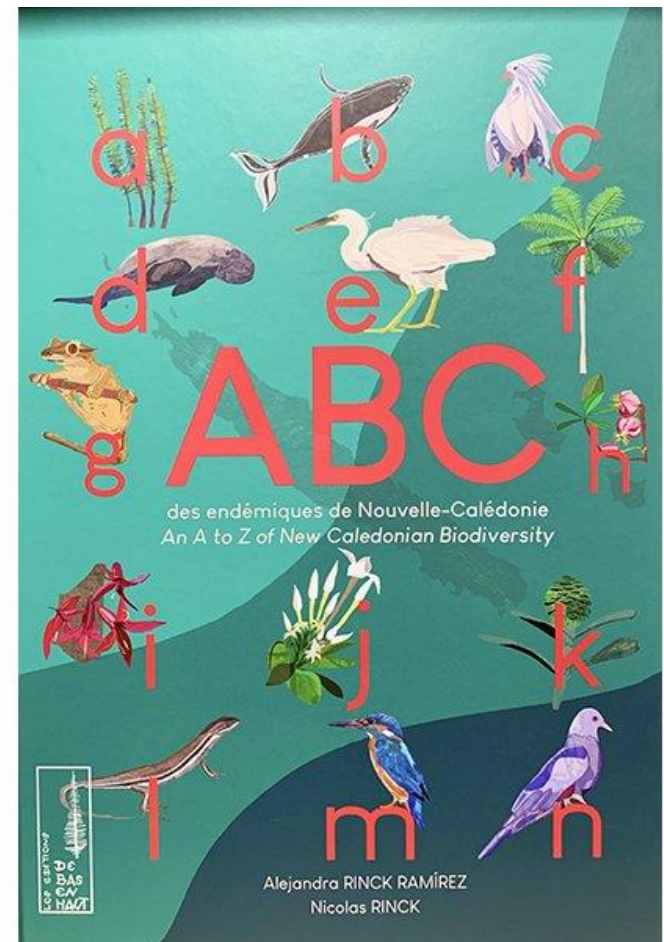
- As a class, read the bilingual story 'ABC des endémiques de Nouvelle-Calédonie An A to Z of New Caledonian Biodiversity' by Alejandra RINCK RAMIREZ and Nicolas RINCK.) It is available to purchase on the Internet or can be borrowed from the Alliance Française in Adelaide.)
- Display a vocabulary poster of the animals in the story or wildlife found in New Caledonia. I have provided a vocabulary list below.
- To learn the new vocabulary in the story, play charades, the fly swat game or memory game.

Possible vocabulary-

- Humpback Whale - une baleine à bosse
- cagou- un cagou
- Dugong-un Dugong
- Kingfisher- un Martin-pêcheur
- Notou-un Notou
- Blue Butterfly- un Papillon bleu
- Flying Fox- une roussette
- Green Turtle -une tortue verte

Conclusion- Formative Assessment

- Assess the class acting as the animals whilst saying their names in English and French.
- Upload the recording to share with parents on a home communication app such as 'Seesaw' or at a school assembly.



Lesson 6 -Let's visit the 'Cagou' enclosure

Before the lesson

- Watch the YouTube <https://www.youtube.com/watch?v=AQpZjMA-keQ>
- Display a model or picture of a cagou in a pretend enclosure.

During the lesson

- Tell the class 'Let's visit the 'Cagou' enclosure!'
- Display a map of the 'Parc Zoologique et Forestier Michel Corbasson' on the board for students to refer to.
- Tell the class in French that they have arrived at the 'Parc Zoologique et Forestier Michel Corbasson'.
- Watch the YouTube <https://www.youtube.com/watch?v=AQpZjMA-keQ> about the Cagou or read the story to the class 'Cagou' by Liliane Tauru and Isabelle Ritzenthaler. It is available to purchase on the Internet or can be borrowed from the Alliance Française in Adelaide.
- Discuss the story or YouTube clip as a class by asking questions such as:

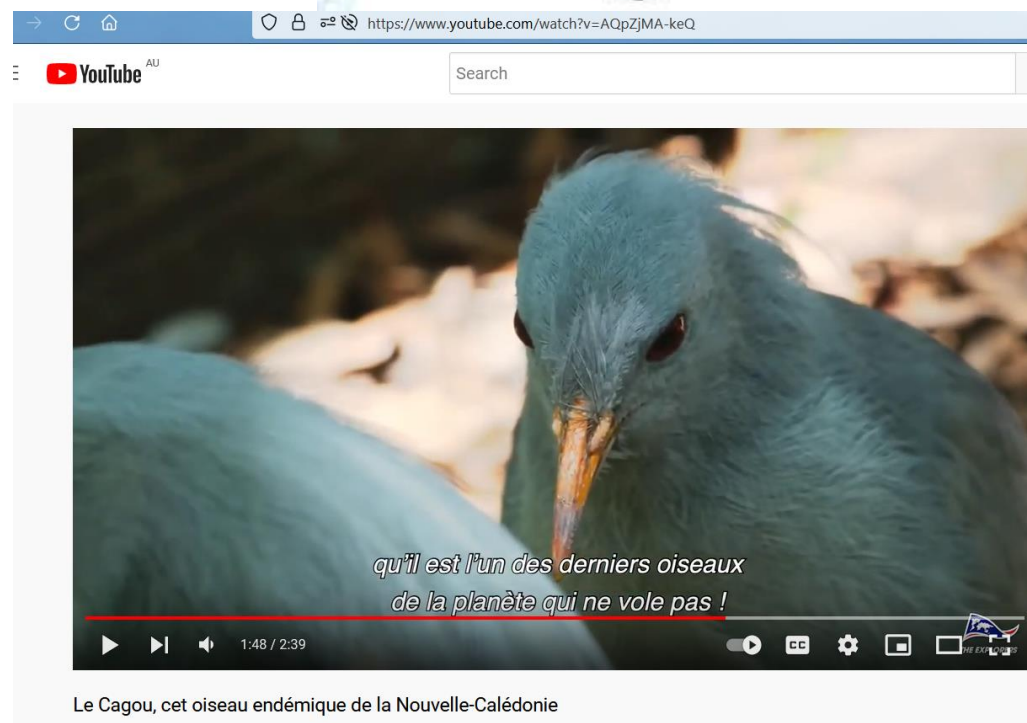
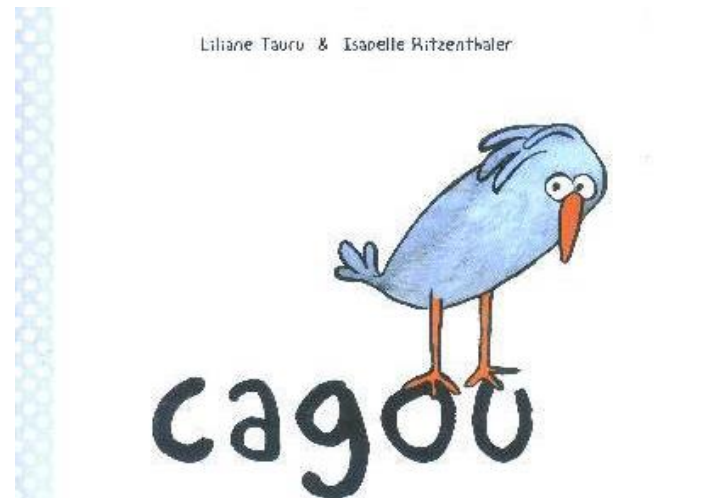
De quelle couleur est le cagou ? Le cagou est gris.

L'apparence du cagou ? Le cagou est joli.

Que mange-t-il ? Le cagou mange des insectes, des escargots ou des lézards.

Quelles activités aime-t-il faire ? Le cagou aime gratter la terre à la recherche d'un petit ver.

Les faits amusants- Le cagou ne vole pas. On dirait que le cagou aboie. Le cagou se camoufle bien. Le cagou dort sur une jambe.



Lesson 7 -Let's visit the 'roussette' enclosure!

Before the lesson

- Display a model or picture of a 'roussette' in a pretend enclosure.
- Visit the following website for information about animals in New Caledonia.
<https://www.youtube.com/watch?v=qm97Po-zqMk>



During the lesson

- As a class watch the YouTube clip [NCTV] WEARI - La roussette <https://www.youtube.com/watch?v=75oG5QPPesE> or read the book 'Les roussettes' to provide information to students about the animal.
- Tell the class they are going to pretend to be 'une roussette'.
- Provide a range of resources for students to access. (The book 'Les roussettes' is available to purchase on the Internet or can be borrowed from the Alliance Française in Adelaide.) Possible resources on the next page.
- Students access a range of resources and write dot points about the animal's name, habitat, diet, activities and predators.
- Use the Thinking Routine 'Give one, Get one' for students to share their dot points and gain new knowledge.
- As a class model how to write a connected text in French about the cagou.
- Record students' responses.
- Model how to write a connected text about 'la tortue verte'.
(Joint construction of a text) Students need to learn the text structure for when they write their own text on a chosen animal at the conclusion of this unit of work.



Give One, Get One

- Record your response to the given topic, prompt or question
- Share one of your ideas with a partner
- Get one new idea from your partner
- Ask them *Why is that important?* or *Why did you make that connection?*
- Record their response and reasoning
- Repeat with up to two more people



purpose

This routine asks learners to activate prior knowledge and generate ideas about a topic, prompt or question and share their thinking with others to build a broader picture.

Introducing
& Exploring
Ideas

Model to students how to write:

The name of the animal- Je suis.....

Its habitat- J'habite.....

What it eats- Je mange.....

Some interesting facts about the animal .

A problem (conflict) the animal is facing.

What people can do to protect the animal.

- Explain to students that they are going to publish their work as a picture to read to their Junior Primary buddy. Students are excited about making the book as they have a real audience to listen to their work.
- Teach or revise the structures and features of a picture book.
- Show students examples of picture books.
- Students begin to write their picture book.

Conclusion- Formative Assessment

- Students share one page of their picture book with the rest of the class.
- Teacher assess students drafts and records 'below, at or above standard' in assessment book. Teacher writes next steps for students' writing.

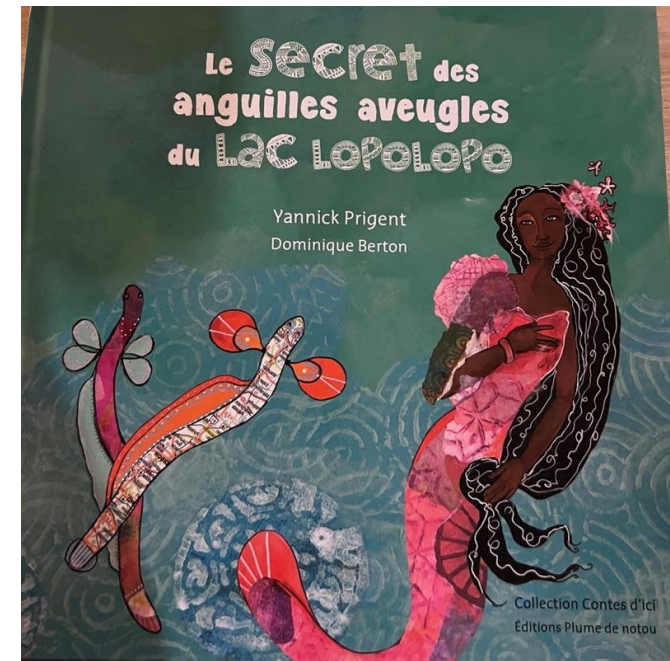
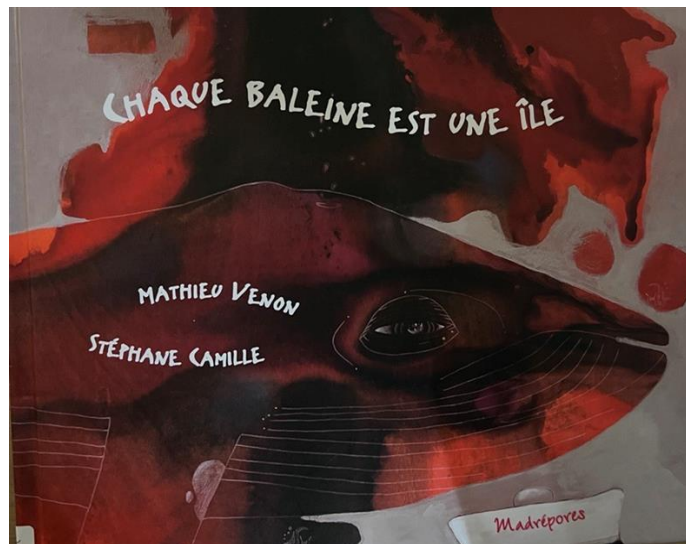
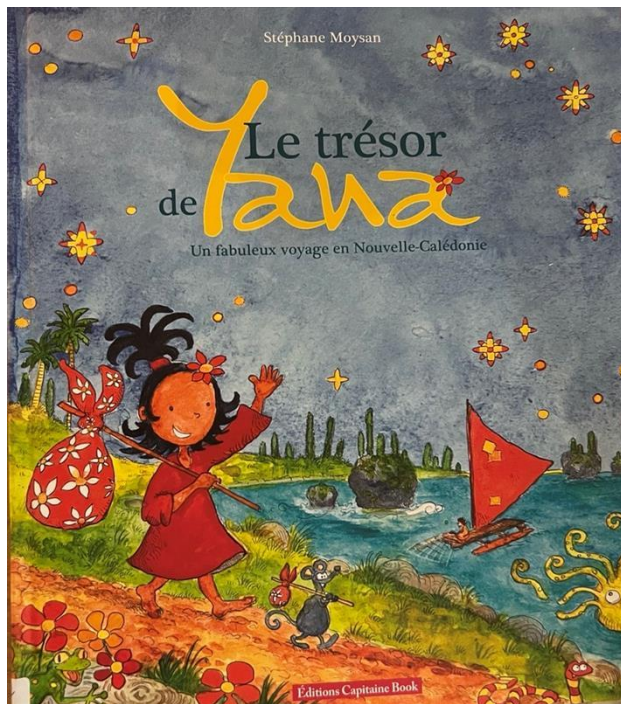
Lesson 8- Creating a picture book.

Before the lesson

- Ensure students' next steps for their writing is on their work.
- Create a "bump it up wall" for students to improve their writing.

During the lesson

- Students read their next steps for their writing.
- Read some pictures books about New Caledonia to the class.
- Revise with the class the text structures and features to write a picture book.
- I have included images of 3 picture books from New Caledonia below.
- Students work on their picture book.
- Formative Assessment -As the students are working, call them one at a time to read their text to you.
- Assess students' pronunciation. (Students will need to know how to pronounce sentences about animals for their final assessment task).



Lesson 9- Reading to buddy class and celebration of learning.

Before the lesson

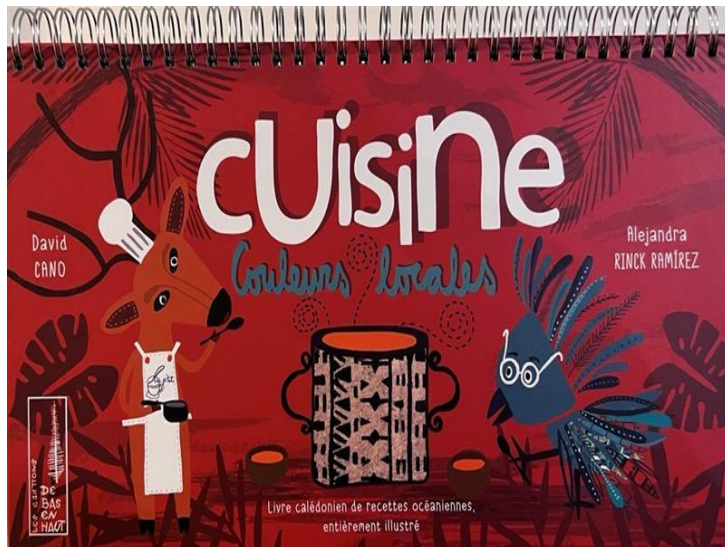
- Prepare for the shared lunch

During the lesson.

- Students read their work to their Junior Primary buddy class.

Conclusion

- Students have a shared lunch with their junior primary buddy class to celebrate their learning. Example recipe below.



Riz au lait de coco, salade d'ananas

Pour 4 personnes
Préparation 30 min.
Cuisson 20 min.

SALADE D'ANANAS
Éplucher l'ananas et le couper en dés de 1 cm. Dans une poêle, faire un caramel avec 4 cl de jus d'orange, le sucre, les feuilles de combava, les graines et gousses de vanille. Faire rôtir les cubes d'ananas dans ce caramel pendant 6 minutes, en remuant de temps en temps. Débarrasser l'ananas et les gousses de vanille. Ajouter les 2 cl restants de jus d'orange au jus de cuisson, porter à ébullition et filtrer. Garder au frais.

RIZ AU LAIT
Rincer le riz. Mettre dans une casserole le riz, le lait, le lait de coco, la gousse de vanille et le sucre puis cuire à feu doux en remuant très régulièrement environ 15 minutes. Lorsque le riz a absorbé le liquide, retirer du feu et laisser tiédir. Ajouter la crème anglaise et bien l'incorporer.

FINITIONS
Déposer 2 cuillères de riz dans chaque assiette creuse et répartir les dés d'ananas rôtis dessus. Arroser du jus de cuisson des ananas.

RIZ AU LAIT
200 g de riz rond
1 gousse de vanille, fendue
260 ml de lait entier
300 ml de lait de coco
20 g de sucre
200 ml de crème anglaise

ANANAS RÔTI
1 ananas
6 cl de jus d'orange pressée
2 feuilles de combava
2 gousses de vanille, grattées
30 g de sucre roux

27

Possible resources

Images taken from the book 'Les roussettes'. It is available to purchase on the Internet or can be borrowed from the Alliance Française in Adelaide.

Le menu du jour

Même s'il lui arrive de se nourrir de feuilles, la roussette est principalement frugivore et nectarivore.

Elle adore les fruits sauvages comme les pommes d'acajou, les figes de banyans, mais peut aussi se régaler de fruits cultivés comme les mangues, les letchis...

Pour se nourrir, elle arrache des morceaux de pulpe de fruit et les presse avec la langue pour en récupérer le jus, puis elle crache les chiques.

Certaines roussettes peuvent manger jusqu'à leur propre poids en une nuit, ce qui représente entre 700 et 800g de fruits pour les plus grandes roussettes !

Toute l'année, les roussettes peuvent trouver des figes de banyans, ce qui est très pratique pour se nourrir !

Elle aime également le nectar des fleurs (ici une fleur de niaouli) et elle peut même consommer les insectes qui parasitent les fruits !

cocotier

faux tamarin

Et quand elle a soif ?

Pendant les longs trajets de nuit, elle s'abreuve en cours de route. Elle vole au ras de l'eau, plonge sa gueule d'un rapide mouvement de tête et avale des gorgées d'eau. Elle peut également imbiber son pelage qu'elle lèchera ensuite afin de récupérer l'eau. Parfois, elle boit aussi de l'eau de mer.

le saviez-vous ?

Une roussette australienne peut parcourir 100 km chaque nuit pour chercher sa nourriture ! Les roussettes calédoniennes sont-elles capables d'une telle prouesse ? En Nouvelle-Calédonie, on a déjà mesuré une distance de 38 km entre deux positions au cours d'une même nuit pour un même individu.

La roussette chez les kanak

La roussette, symbole de virilité, a une place privilégiée dans la culture kanak. Elle est liée à la fête de l'igname, un événement célébré depuis la nuit des temps...

Rien n'est gaspillé dans la roussette :

La chair et la peau des ailes sont mangées, poils, os et dents servent à la fabrication d'objets cérémoniaux. Autrefois, la chasse à la roussette n'était autorisée que pour fêter la nouvelle igname et gîtes et campements étaient protégés par des interdits coutumiers (tabous). En général, la règle était de 3 roussettes et 3 notous par famille et par cérémonie.

Utilisations variées et sacrées

Certains objets utilisés lors des cérémonies (échanges ou parures) sont aussi constitués d'éléments provenant des roussettes : pagne, hache, casse-tête...

Les Kanak fabriquaient aussi des colliers, des bracelets, des ceintures et des pendentifs avec des poils de roussettes.

Confection de monnaie kanak

La monnaie kanak est un objet symbolique et social ayant une forte valeur culturelle. Utilisée lors des cérémonies coutumières, elle est fabriquée par des initiés à partir de matériaux qui permettent d'identifier le clan d'appartenance : coquillages, os de lézard, poils et os de roussettes, etc. De nos jours, les poils de roussettes sont parfois remplacés par de la laine, et ses os par des morceaux de plastique (souvent des bâtonnets de sucettes !).

On retrouve la roussette sur d'anciens bambous gravés représentant par exemple des scènes de chasse.

Lesson 10 -Let's go to the 'Aquarium des Lagons'!

Before the lesson

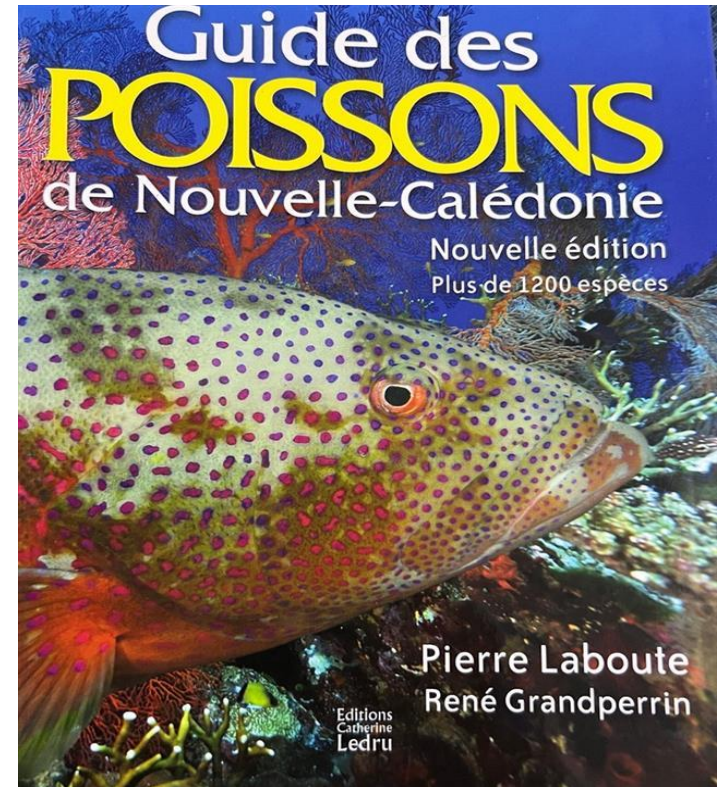
- Visit <https://thinkingpathwayz.weebly.com/seethinkwonder.html> for the See, Think, Wonder template.

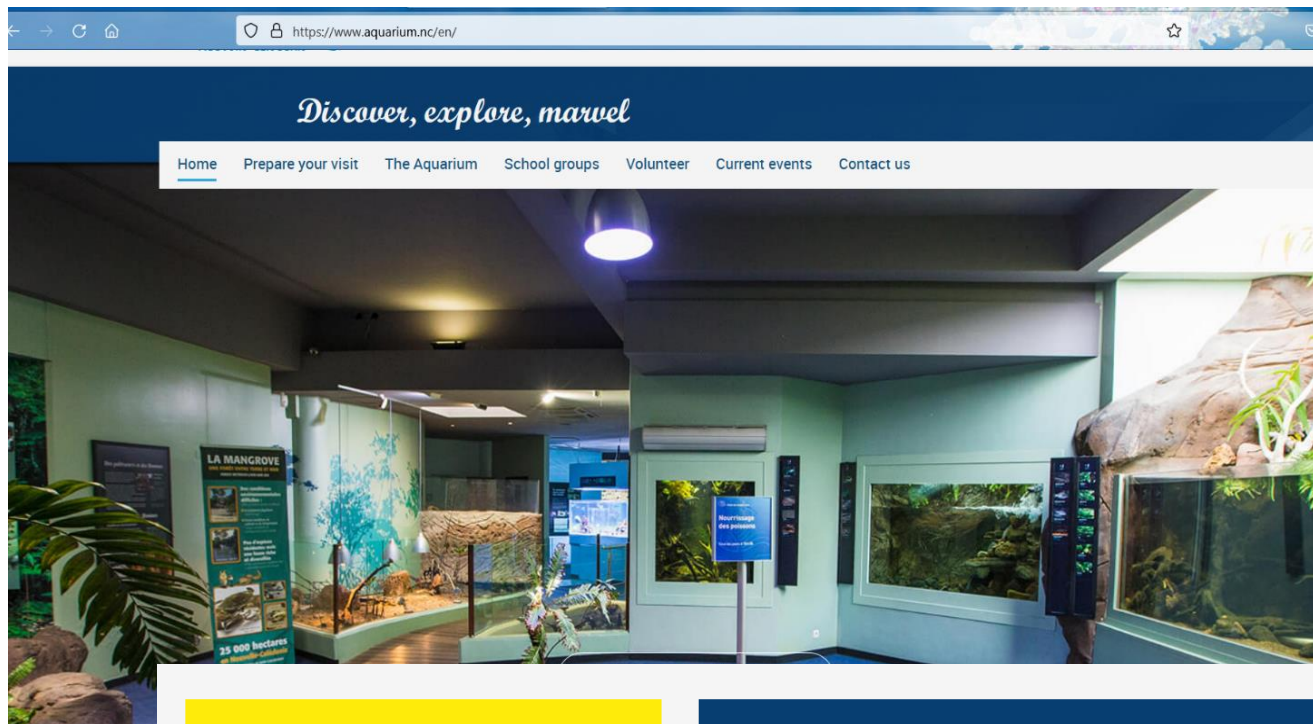
During the lesson

- As the students tell them that they are going to go on a virtual excursion to the 'Aquarium des Lagons'.
- Students use computers to go on a virtual visit of the Aquarium. The website link is <https://www.aquarium.nc/>
- Students access a range of resources. They visit other websites about the Marine life in New Caledonia and complete their 'See, Think, Wonder'
- Students use the thinking routine 'See, Think, Wonder' to record their thoughts on the aquarium. For example, I see a turtle. Je vois une tortue. I think the ocean is fragile. Let's reduce our plastic footprint. Je pense que l'océan est fragile. Réduisons notre empreinte plastique. I wonder how I can help the turtles worldwide. Comment est-ce que je peux aider les tortues dans le monde entier ?

Conclusion

- Record the responses from the class and display the work as a poster in the classroom.





<https://www.aquarium.nc/>

Objectives and core activities of the joint establishment :

- The management of the Aquarium
- Participation in the promotion, protection and conservation of New Caledonia's aquatic environments
- Participation in the promotion of tourism in New Caledonia
- Participation in developing educational and scientific research programmes
- Contributions to the distribution of scientific information relating to aquatic flora and fauna
- Development of relationships with other French, European or international institutions engaged in similar activities.

OUR MISSIONS



Mission 1 : Introducing the New Caledonian ecosystems to the public



Mission 2 : Awareness raising



The Aquarium is a valuable educational tool for discovering, observing and understanding marine environments.

Beyond presenting the various ecosystems, the Aquarium aims at developing an awareness of their fragility, and of the need to preserve them.

The transmission of knowledge and awareness is accomplished through tours, guided or not, of the displays, and through a rich programme of weekly activities, evening presentations and lectures, and temporary exhibits. Through a network of volunteers, the Aquarium is present in the country at large: information booths on turtles in the various country fairs, ecological tours and mini-lectures for tourists on the lagoon islands, etc.

Mission 3 : Research



See Think Wonder



SEE

What do you see?



THINK

What do you think is going on?



WONDER

What does it make you wonder?

Lesson 11-Did you know New Caledonia is a sanctuary for whales?

During the lesson

- Provide students with a copy of the texts below from the book , 'Les baleines à bosse' Collection CIE about New Caledonia being a sanctuary for whales. Or find your own resources.
- Read and translate the texts as a class
- Students use the Thinking Routine 'Circle of Viewpoints' to discuss the viewpoints of a whale poacher who wants to make money from the whales' oil, blubber and cartilage or a conservationist who wants to protect whales.

Circle of Viewpoints

1. I am thinking of ... (name the event/ issue)... from the point of view of



2. I think ... (describe the topic from your viewpoint)... Because ... (explain your reasoning)

3. A question or concern I have from this viewpoint is

purpose

This routine focuses on perspective taking. It helps learners to identify and consider these different and diverse perspectives involved in and around a topic, issue or event.

Digging Deeper into Ideas



Les baleines en péril

Les baleines à bosse ont été décimées par la chasse commerciale. Aujourd'hui, on estime à 11 600 le nombre de baleines à bosse dans l'Atlantique Nord, 7 000 dans le Pacifique Nord et au moins 17 000 dans l'hémisphère Sud.



La chasse dans les eaux calédonniennes

Les baleiniers américains, anglais, français ont chassé la baleine essentiellement autour des récifs Chesterfield, de Matthew et Walpole, dans le nord des îles Loyauté, et vers l'île des Pins. Le dépeçage et la fonte de la graisse se faisaient en mer. Afin de ravitailler les baleiniers, Paddon installa des comptoirs à Hienghène, Poui, Balade, Balabio et Anatom aux Nouvelles-Hébrides. En 1835, le nombre de baleiniers chassant en Océanie est estimé à 300. Il serait de 550, dix ans plus tard. Au milieu du 20^{ème} siècle, il restait moins de 500 baleines dans le Pacifique Sud.

De la chasse à l'extermination

Au cours du 19^{ème} siècle, la pêche à la baleine s'intensifie. Mais c'est au 20^{ème} siècle qu'elle devient industrielle et se généralise dans le monde entier. L'apparition des navires à moteur, l'invention du canon lance-harpon à tête explosive puis le développement des navires-usines qui permettent le dépeçage ouvrent une nouvelle ère de massacres. A cette période, 220 000 baleines à bosse furent exterminées dans l'hémisphère Sud, réduisant les populations à moins de 1% de leur effectif initial.



Vente de viande de baleine dans les marchés japonais



Un moratoire bafoué...

La Commission Baleinière Internationale réglemente la chasse baleinière. En 1986, elle a interdit la chasse des grands cétacés dans le monde. Malgré l'entrée en vigueur de ce moratoire international, certains pays comme le Japon, la Norvège et l'Islande continuent de chasser des centaines de baleines pour leur viande.

Menaces naturelles

Les prédateurs : les orques s'attaquent aux baleineaux laissant des marques de dents sur les nageoires caudales.

Menaces humaines

Aujourd'hui, les menaces pesant sur cet animal sont principalement dues à l'activité humaine.

La pollution des océans :

- matières plastiques et objets en suspension : 15 milliards de déchets flottants recensés.
- les pesticides et autres produits chimiques utilisés en agriculture et dans l'industrie des matières plastiques, peintures et vernis se déversent dans les océans. Ils contaminent le plancton et empoisonnent donc les baleines. Ces composés toxiques sont transmis aux petites lors de l'allaitement. Les chercheurs pensent que la pollution chimique anéantirait les défenses immunitaires des animaux et faciliterait la transmission de nouveaux virus.

Le réchauffement climatique et l'augmentation du CO₂ :

Ils sont à l'origine de l'acidification et du changement de la salinité et de la température des océans. Ces bouleversements mettent en danger les ressources alimentaires, les routes de migrations et les sites de reproduction des baleines.

Le tourisme :

D'année en année, l'activité d'observation des baleines augmente et est susceptible de modifier leurs comportements.

Les bruits et les ondes :

Les moteurs de navire, les essais militaires sous-marins, les explosions perturbent la communication et l'orientation des baleines.



Les collisions avec les bateaux :

De nombreuses baleines portent les marques laissées par les hélices de bateaux.

L'enchevêtrement dans les filets :

Les filets fantômes constituent de véritables murs de la mort. Les sennes sont autant de pièges.



Etudier et observer les baleines

L'étude des baleines à bosse est réalisée chaque année pendant environ 2 mois dans le Sud de la Grande Terre. Les baleines sont repérées à l'aide de jumelles à partir d'un poste d'observation terrestre, le Cap N'doua.

Passeport pour baleine

Chaque baleine possède ses propres caractères : forme de la queue, tâches, couleur, cicatrices... Les scientifiques prennent des photos et établissent des cartes d'identité de chaque baleine. Ils peuvent alors suivre leurs déplacements en Nouvelle-Calédonie et à travers le Pacifique.



Aussie

a été observée en Australie en 1991 puis en Nouvelle-Calédonie en 1993, 2000, 2002 et 2004.

Volute

a été observée avec un petit en Nouvelle-Calédonie en 1999, 2004 et 2008.



Déplacements sous haute surveillance

L'utilisation de matériel télémétrique permet aux chercheurs de suivre les déplacements des baleines :

- à l'aide d'un théodolite à partir de la station d'observation terrestre du Cap N'doua.
- en plaçant de petits émetteurs (balises Argos) sur le dos des baleines afin de découvrir et mieux comprendre les routes de migrations.



balise



Tests génétiques

En prélevant, sans leur faire mal, de minuscules morceaux de peau on peut établir l'identité génétique des animaux, connaître leurs liens de parenté et leur sexe.



LE SAVIEZ-VOUS ?

Grâce aux informations photographiques et génétiques, les scientifiques ont estimé la taille de la population de baleines à bosse en Nouvelle-Calédonie à moins de 500 individus ! C'est l'une des plus petites populations du Pacifique Sud.

Ensemble pour

Tous les chercheurs d'Océanie des baleines à bosse. En 1999, ils ont transmis leurs connaissances au Consortium régional et international, le Consortium, cette espèce en danger.



les baleines

travaillent, ensemble pour la conservation ont créé le Consortium de Recherche Sud. Avec l'aide de plusieurs organismes a permis d'élargir nos connaissances sur

Observer sans déranger

Curieux d'observer les cétacés dans leur milieu naturel, nous sommes de plus en plus nombreux à vouloir les approcher. Mais la présence de bateaux à proximité des baleines et des dauphins est susceptible de modifier leurs comportements et de les faire fuir. Une telle perturbation peut notamment avoir des effets néfastes sur la reproduction de ces espèces. L'application de certaines règles lors de l'observation des mammifères marins permet de minimiser les risques et de garantir la pérennité de cette activité.



Ne jamais perturber les comportements des baleines

Limitier son temps d'observation à 1h voire 30 mn s'il y a un baleineau

Ne pas les approcher à moins de 100 m

Toujours naviguer parallèlement à un groupe de baleines sans jamais essayer de les poursuivre

Ne pas séparer ou disperser un groupe

Limitier les changements de direction et avancer à vitesse réduite

Toujours approcher une baleine par le côté

Eviter de faire du bruit



Illustration : D. LEBLANC

La Nouvelle-Calédonie, un sanctuaire pour les baleines

En août 2003, la Nouvelle-Calédonie, comme d'autres pays du Pacifique Sud, a déclaré sa zone économique exclusive, sanctuaire pour les baleines. Tous les mammifères marins, notamment les baleines, les dauphins et les dugongs sont totalement protégés en province Sud, dans les eaux sur lesquelles elle a autorité.

Lesson 12- What can we do about pollution?

Students will create a bilingual poster to display around the school to encourage the community not to litter and to protect our sea life. Refer to example poster and catch phrases below. Discuss that pollution and use of animal body parts for commercial gain is a worldwide issue.

During the lesson

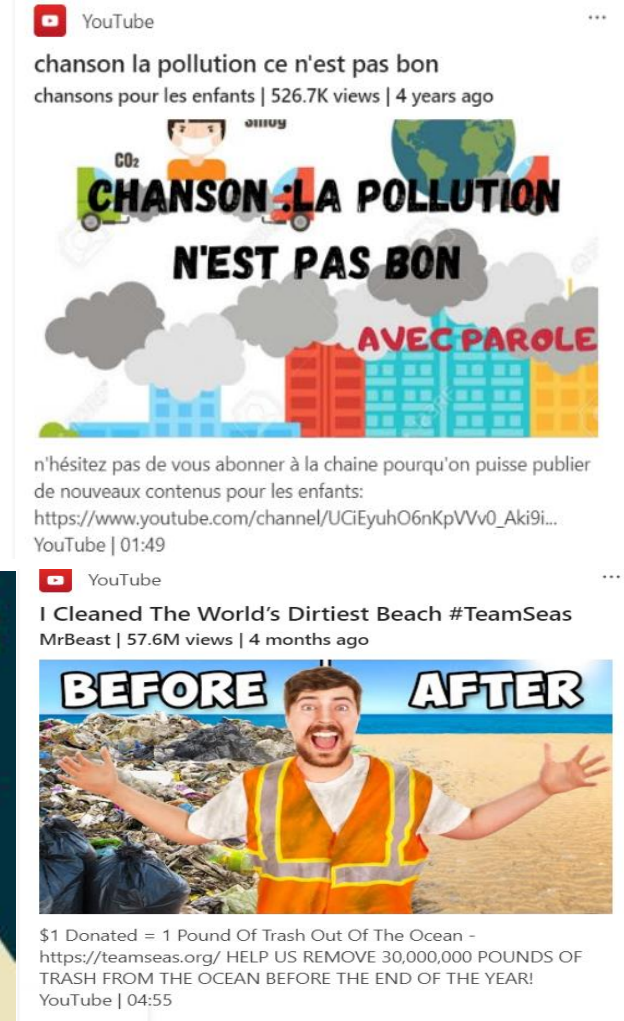
- Play charades to revise the names of animals- e.g., un cogou/une rousette.
- Teach the song 'La Pollution ce n'est pas bon.' They can perform the song at assembly using props to match the lyrics.
<https://www.youtube.com/watch?v=gEjFmIVcQ4k>
- Watch the YouTube clip <https://www.youtube.com/watch?v=cV2gBU6hKfY> to spark their interest and learn about pollution around the world. Mr Beast is popular with Year 5 students.
- Discuss with the students that they are going to create bilingual posters to display around the school to encourage others to protect wildlife.
- Refer to the example poster below whilst teaching the text structure and features.
- Teach students how to say the 'Sustainability advertisement catch phrases' on the next page. These phrases will be used later when we write the animation script.
- Students create their poster on their laptops.



Conclusion

- Students display their posters around the school.

Formative assessment -Assess students writing in relation to the Achievement Standards.



Extension work for native speakers of French

Students translate the texts below from the book 'Les Zones Humides' Collection CIE using online translation tools. They record information about Les zone humides' in New Caledonia in dot points. Students write about the problems and solutions for the wildlife and vegetation. They read the article from the school in New Caledonia and think about what action they could take in their school to protect wildlife and vegetation.

ALERTE ZONES HUMIDES EN DANGER



Malgré leur immense valeur, les zones humides subissent de nombreuses atteintes et destructions. Alarmant, la moitié des zones humides de la planète a disparu depuis un siècle ! Il existe un grand nombre de menaces qui pèsent sur ces milieux.

AMÉNAGEMENT DES COURS D'EAU

Curage, canalisation, construction de digue de protection, barrage...
Conséquences : modification des débits, entrave à la dynamique de l'eau, rupture des continuités écologiques et destruction des milieux.

FEUX DE FORÊT

Mégot encore incandescent, brûlé ou barbecue mal maîtrisé...
Conséquences : disparition des espèces, prolifération d'espèces invasives, destruction et érosion des sols, pollutions et raréfaction de la ressource en eau, inondations et glissements de terrain.

ARRIVÉE D'ESPÈCES ENVAHISSANTES

Animales (tortues de Floride, black bass, tilapia...) ou végétales (Pluchea, Pinus, jacinthe d'eau...)
Conséquences : destruction des habitats, disparition de la faune et de la flore endémiques ou autochtones, perte de biodiversité, transmission de maladies...

AQUACULTURE ET AGRICULTURE

Création de bassins, modification des sols, pompage excessif d'eau, produits chimiques
Conséquences : destruction de la mangrove et des tannes, érosion des sols, rejet de particules solides et de nutriments, marée verte, perturbation du fonctionnement et de la qualité biologique des zones humides.

DÉCHETS ET POLLUTIONS

Eaux de ruissellement, eaux usées, pesticides, insecticides...
Conséquences : détérioration de la qualité des eaux, eutrophisation, disparition des espèces...

ACTIVITÉ MINIÈRE

Conséquences : érosion des sols, engravement des cours d'eau, dégradation de la ressource en eau, perturbations hydrologiques, disparition d'espèces...



ÉTAT D'URGENCE... Les zones humides disparaissent à un rythme trois fois plus rapide que les forêts ! Il est donc impératif de préserver ce patrimoine local si fragile.

EXTRACTION DE MATÉRIAUX

Conséquences : abaissement des nappes phréatiques, remise en suspension des éléments fins ; problématique de la qualité de l'eau et assèchement des zones humides voisines.

TOURISME

Passage répété de visiteurs (piétinement), prélèvement d'individus, souvenirs, déchets
Conséquences : disparition du couvert végétal, érosion, disparition d'espèces, détérioration des milieux.

RÉCHAUFFEMENT CLIMATIQUE

Production de gaz à effet de serre, déforestation, pollution des océans...
Conséquences : modification du cycle de l'eau, modification des températures et de l'amplitude thermique des territoires, inondations, sécheresse...

URBANISATION

Nouveaux lotissements, remblais, aménagement des cours d'eau...
Conséquences : imperméabilisation des sols, modification des courants et donc des milieux de vie...

DES ACTIONS ...

DANS MA CLASSE !

Action 1 S'IMMERGER DANS LA NATURE

Je réalise une sortie nature ou je participe à une classe verte, guidé par un naturaliste, pour découvrir, observer et expérimenter ces milieux afin de réaliser un guide du petit naturaliste.



Action 2 AMÉNAGER UN COIN NATURE

Avec ma classe, j'aménage une mare dans un espace non utilisé de mon établissement pour favoriser la biodiversité mais aussi pour apprendre à observer et à identifier les animaux et les plantes d'eau.



Action 3 MENER L'ENQUÊTE

Avec mes camarades, on se renseigne sur les zones humides présentes dans notre commune et on réalise un inventaire spatial à l'aide de cartes satellites (georep.nc).



Action 4 AMÉNAGER UN CABINET DE CURIOSITÉS

Organiser un coin de la classe qui deviendra un cabinet de curiosités. Inviter chaque élève à y déposer un objet ou une photo en lien avec l'eau et les zones humides. Échanger avec mes camarades sur les objets, leur provenance, le lien avec la thématique ou les souvenirs qu'ils suscitent !

Action 5 ORGANISER UN CONCOURS PHOTOS

Organiser un concours photo « à la découverte des zones humides » et inviter élèves, parents et enseignants à y participer. Le concours photo permet d'éduquer notre œil pour mieux regarder l'environnement et prendre conscience des richesses de nos paysages.



Action 6 ORGANISER UNE CAUSERIE

Inviter des naturalistes, des conteurs, des écrivains et des artistes locaux pour échanger sur le lien culture et nature. De beaux moments riches de partages en perspective !



Action 7 PARLER DE L'EAU ET DES ZONES HUMIDES

Rechercher des histoires, des légendes, des chansons, des poèmes ou des proverbes en rapport avec l'eau et les zones humides. Mener l'enquête auprès de la famille pour savoir qui se rappelle la construction d'un pont, d'un barrage, d'une mise en réserve, d'une inondation...



Action 8 DEVENIR ECOCITOYEN

Je participe avec mes camarades à une opération de nettoyage des berges d'un creek, d'un marais, d'une rivière, d'une mangrove...



Extension work

Students translate the texts below from the book 'Les dugongs' Collection CIE using online translation tools. They record information about the threats to dugongs in New Caledonia using dot points.

Une extinction annoncée

Animal paisible et inoffensif, le dugong est devenu rare. Trop chassé et dérangé par l'homme, il est considéré comme étant au bord de l'extinction et dans de nombreux pays, il n'est déjà plus qu'un souvenir.



BRACONNAGE



ACTIVITÉS NAUTIQUES
(risque de collision)



CAPTURE ACCIDENTELLE



Les dugongs ne seront-ils bientôt plus qu'un souvenir ?

La vache marine a été chassée depuis la nuit des temps pour sa chair, son huile, ses dents et son cuir. Cet animal est extrêmement vulnérable en raison de son mode de vie. Aujourd'hui les multiples activités humaines contribuent à la dégradation de son habitat et des herbiers dont il se nourrit.



Développement touristique



Sédimentation*



Urbanisation des côtes



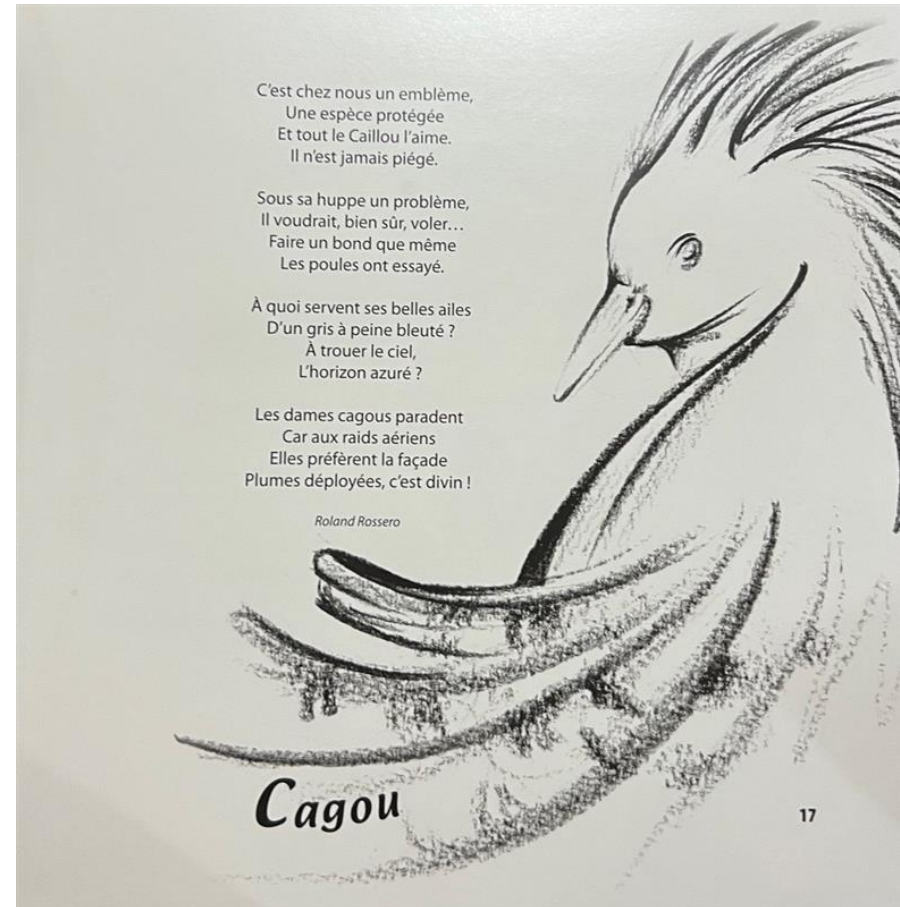
Produits chimiques

Perte des herbiers

15

Extension work

Students whose learning needs to be extended can translate and learn the work from the book 'Le Bestiaire de Jake' by L'Herbier de Feu.



Sustainability advertisement catch phrases

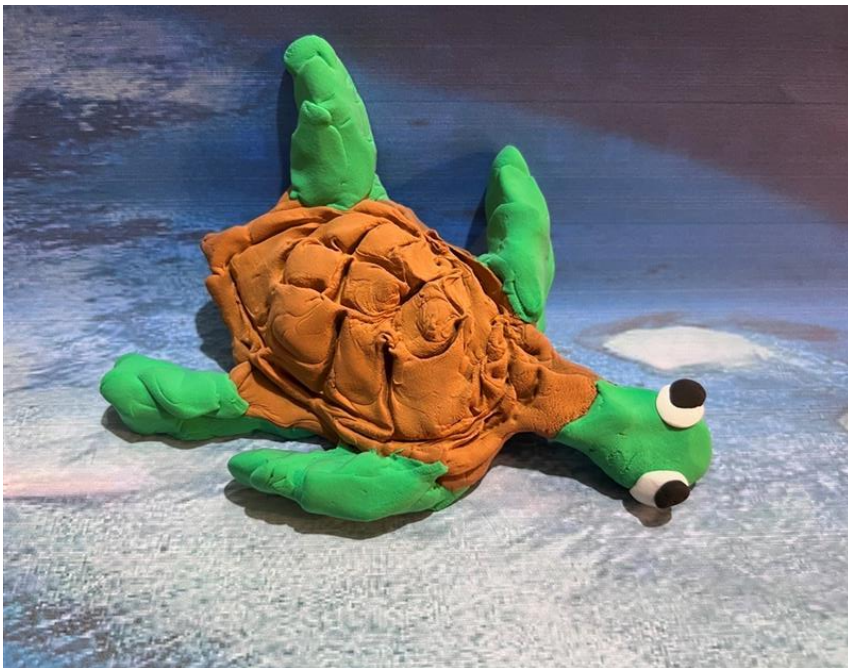
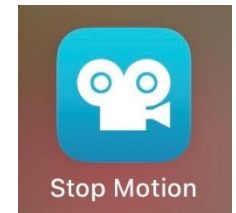
FRENCH	ENGLISH
Protégeons la planète	Let's protect the planet
Protégeons la biodiversité	Let's protect the biodiversity
Ne touche pas à ma Terre	Don't touch my Earth
Agissons !	Let's act!
Réduisons notre empreinte plastique	Let's reduce our plastic footprint
Réduisons notre empreinte carbone	Let's reduce our carbon footprint
Trions nos déchets	Let's sort our rubbish
Recyclons !	Let's recycle
Économisons l'eau	Let's save water
Choisissons l'agriculture responsable	Let's choose sustainable agriculture
Mangeons local	Let's eat local
Le niveau de la mer monte	The sea level is rising
La pollution plastique tue	Plastic pollution kills
Détruire la nature c'est détruire la vie	Destroying nature is destroying life

Lesson 13- Summative assessment task - We are animators!

- Read the following scenario to the students:

You are an animator. With a partner, make an animation using the free 'Stop Motion app' on an iPad or iPhone titled 'Protégons la planète', about wildlife that you visited on your pretend holiday to New Caledonia.

Let's educate others about what can be done to protect the animals in New Caledonia, so they don't become extinct. Let's help future generations to enjoy visiting beautiful New Caledonia.



- Students pretend to be an animal e.g., un cogou, une rousette or une tortue marine.
- Revise how to write a connected text about an animal.
- Create an assessment rubric with your students so that they own their learning Below is an example assessment rubric with grading criteria working towards the end of Year 6 achievement standard in the 'Australian Curriculum'.

Protétons la planète

Grading criteria

Punctuation

Excellent

All sentences have correct punctuation.

Good

Most sentences have correct punctuation.

Fair

Some sentences have correct punctuation.

Poor

A few sentences have correct punctuation.

Spelling

Excellent

All sentences have correct spelling.

Good

Most sentences have correct spelling.

Fair

Some sentences have correct spelling.

Poor

A few sentences have correct spelling.

Information is accurate and gathered from a range of texts

Excellent

Information is accurate. Student independently gathered information from a range of texts.

Good

Most of the information is accurate and gathered from a range of texts

Fair

Some of the Information is accurate and gathered from a few texts

Poor

Information is not accurate.

Grammatical structures- use of present tense verb forms, conjunctions and connectives, positive and negative statements and adverbs.

Excellent

All sentences have correct grammar.

Good

Most sentences have correct grammar.

Fair

Some sentences have correct grammar.

Poor

Grammar is poor.

- Students write the draft script for their animation using structured language models and a story board template. There are lots of free templates on the Internet. I have included an example below.
- Inform students that all their text must be in French and to gather information from a range of texts.
- Explain to students to use the vocabulary in their workbooks, posters displayed around the classroom and an online bilingual dictionary to help them write the script. I have included a vocabulary chart to use for students that may need support with their writing.
- Correct students' drafts

TITLE _____		PAGE ____ OF ____
NAME _____	YEAR & SUBJECT _____	DATE _____

<p style="margin: 0;">EXPOSITION</p> <div style="border: 1px solid black; height: 150px; margin: 5px 0;"></div> <div style="border-top: 1px solid black; height: 20px; margin: 5px 0;"></div> <div style="border-top: 1px solid black; height: 20px; margin: 5px 0;"></div>	<p style="margin: 0;">CONFLICT</p> <div style="border: 1px solid black; height: 150px; margin: 5px 0;"></div> <div style="border-top: 1px solid black; height: 20px; margin: 5px 0;"></div> <div style="border-top: 1px solid black; height: 20px; margin: 5px 0;"></div>	<p style="margin: 0;">RISING ACTION</p> <div style="border: 1px solid black; height: 150px; margin: 5px 0;"></div> <div style="border-top: 1px solid black; height: 20px; margin: 5px 0;"></div> <div style="border-top: 1px solid black; height: 20px; margin: 5px 0;"></div>
<p style="margin: 0;">CLIMAX</p> <div style="border: 1px solid black; height: 150px; margin: 5px 0;"></div> <div style="border-top: 1px solid black; height: 20px; margin: 5px 0;"></div> <div style="border-top: 1px solid black; height: 20px; margin: 5px 0;"></div>	<p style="margin: 0;">FALLING ACTION</p> <div style="border: 1px solid black; height: 150px; margin: 5px 0;"></div> <div style="border-top: 1px solid black; height: 20px; margin: 5px 0;"></div> <div style="border-top: 1px solid black; height: 20px; margin: 5px 0;"></div>	<p style="margin: 0;">RESOLUTION</p> <div style="border: 1px solid black; height: 150px; margin: 5px 0;"></div> <div style="border-top: 1px solid black; height: 20px; margin: 5px 0;"></div> <div style="border-top: 1px solid black; height: 20px; margin: 5px 0;"></div>

On the following page, select the language from each column that best describes your animal. Read down the columns to select vocabulary.



Je suis...	Je m'appelle ...	Je suis.....	Je mange.....	Je vis..	J'aime...	Des informations intéressantes sur moi	Le problème auquel je suis confronté et la solution
un cagou	NAME OF YOUR ANIMAL	grand(e)	des fruits	dans un gîte.	manger	Je déteste les chiens mais aussi les chats et les cochons sauvages.	Un cagou. Les chiens me mangent. Éloigne ton chien de moi.
un dugong		petit(e)	des noix	dans les arbres les plus hauts	dormir	Je dors sur une jambe.	Les roussettes noires et rousses Je suis très rare et très fragile ! Laisse-moi tranquille !
Un papillon bleu Un papillon vert		beau / belle	des escargots	dans le récif corallien	voler	Je dors la nuit.	La tortue verte Il y du plastique dans l'océan. Recycle!
un poisson de Nouvelle-Calédonie (un poisson-trompette, un poisson-flûte, un poisson-couteau, un poisson-ange, un poisson-clown)		mignon(ne)	du poisson	à la plage	chanter	Je ne vole pas.	Les poissons Ne pêche pas trop de poissons.
une baleine à bosse		paresseux / paresseuse	des vers	au fond des grottes sombres.	sauter	J'ai une vision nocturne plus de 20 fois supérieure à celle de l'homme !	Les poissons Il y du plastique dans l'océan.

							Réduis ton empreinte plastique !
une tortue verte		énergique	des insectes	dans un aquarium	courir	Je suis une roussette très rare et la plus petite des roussettes.	La tortue verte Je mange du plastique. La pollution plastique tue. Recycle !
un ver de bancoule		doux / douce	du plancton	dans un étang	nager	Je suis la plus grande des roussettes calédoniennes.	La tortue verte Je suis menacée d'extinction en raison des activités humaines de plus en plus destructrices. Ne touche pas les bébés tortues. Arrête les lumières sur la plage, la pollution et les enrochements.
une roussette noire une roussette des Cailloux une roussette à queue. une roussette rousse		drôle	des rongeurs	dans les sous-bois des forêts humides	aboyer comme un chien.	Les Kanaks fabriquaient des colliers, des bracelets et des pendentifs avec des poils de roussettes.	

une cigale géante		intéressant(e)	des lézards	dans le sable	gratter la terre	Mon chant ressemble plus à un aboiement	
un poisson-serpent		effrayant(e)		dans la forêt	jouer avec mes amis		
un requin		calme		dans la mer	bien me camoufler		
		peureux / peureuse			me reposer au soleil		
		curieux / curieuse					
		joli(e)					

Image of the gecko from the book 'La forêt sèche' Collection CIE-milieus naturel

Gecko caméléon de Vieillard

Eurydactylodes vieillardi

Le Gecko caméléon de Vieillard se rencontre sur la Grande Terre de façon éparpillée. Il mesure un peu moins de 6 cm de corps et 7 cm de queue.

Habitat : Forêts humides, forêts sèches et maquis.

Il existe une quarantaine de geckos en Nouvelle-Calédonie. Ils sont quasiment tous endémiques et protégés.

Certaines espèces (surtout dans d'autres pays) sont capables de se reproduire sans mâle, c'est la parthénogénèse.

Lesson 14 - Let's make a model of an animal and its habitat

- Students make a model of the animal. They construct the animal from plasticine or Lego. Another idea is to make a split pin animal.
- Show the class examples of clay and Lego animations on the internet.
- Students construct their model
- Students make the habitat for their animal. They could use an empty shoe box and plasticine. They could also print an authentic background off the internet for the background.
- Students use the 'Stop, Motion' app to take photos of the animal slowly changing its position. The 'Stop Motion' app puts these photos together to make a video.
- Students practise recording themselves saying the script.

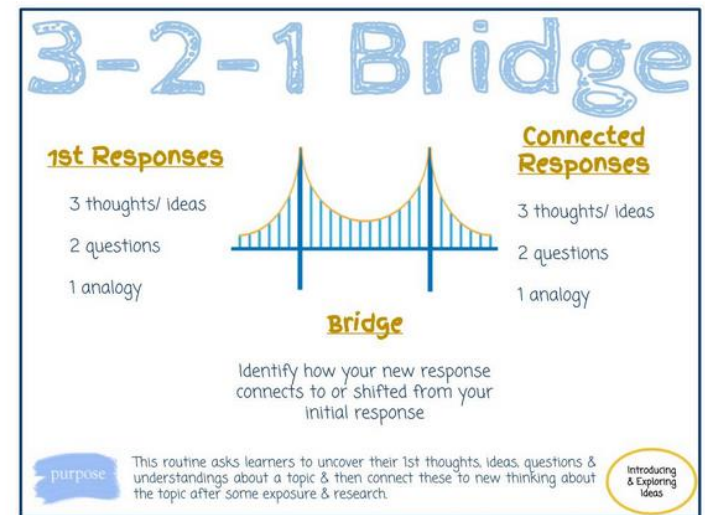


Lesson 15- Performing the animation.

- Students perform and record their animation

Lesson 16-Reviewing and reflecting on the new knowledge and skills learned.

- Hand students a copy of their '3-2-1 Bridge' Thinking Routine Template from the beginning of this unit of work which contains their first responses. Students individually record their connected responses by writing 3 thoughts/ideas they may know about New Caledonia, 3 questions they have and 1 analogy.
- Students complete the 'Bridge' part of the Thinking Routine. That is, they identify how their new response has shifted from their initial response.
- Next students complete an 'Exit Slip' where they reflect on achieving their learning goal.
- Students celebrate their success by sharing their work at assembly and enjoying a treat from the book 'Cuisine Couleurs locales' by Alejandra Rinck Ramirez. Please find suggested recipes from the book on the following pages.

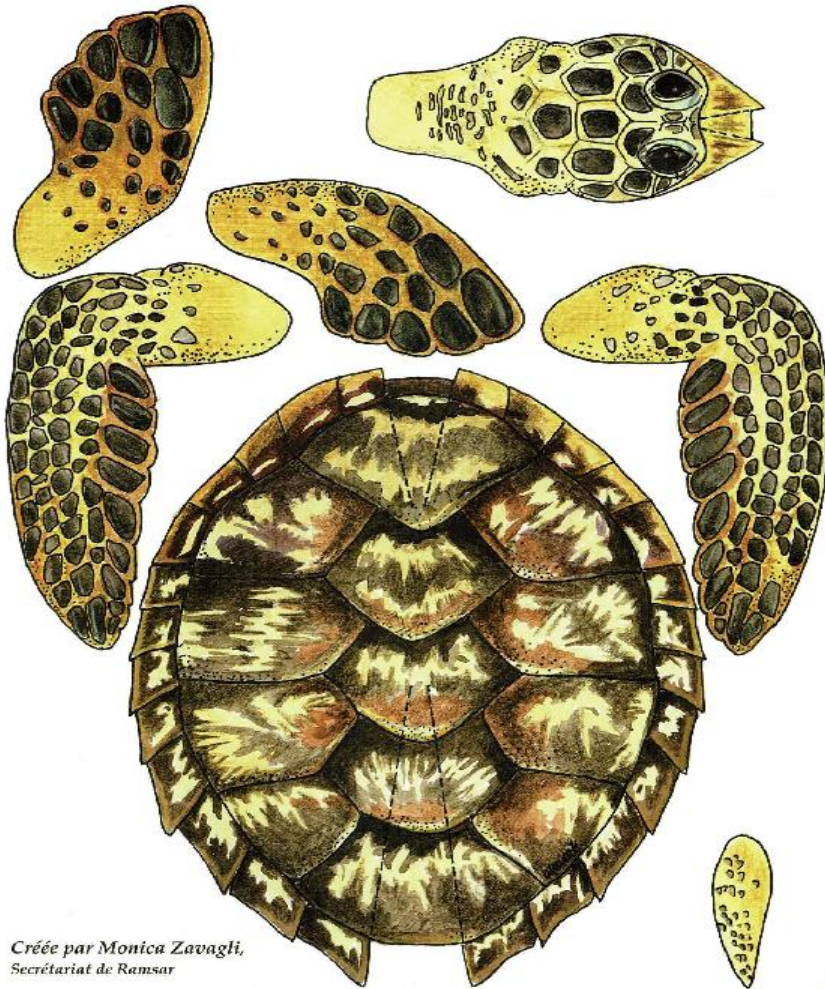


Template to use to make a split pin turtle

This page is from the book 'Les tortues marines'
Collection CIE- espèces emblématiques de Nouvelle-Calédonie.

Tortue marine à faire soi-même *Eretmochelys imbricata*

Convention de Ramsar sur les zones humides, Journée mondiale des zones humides 2008.

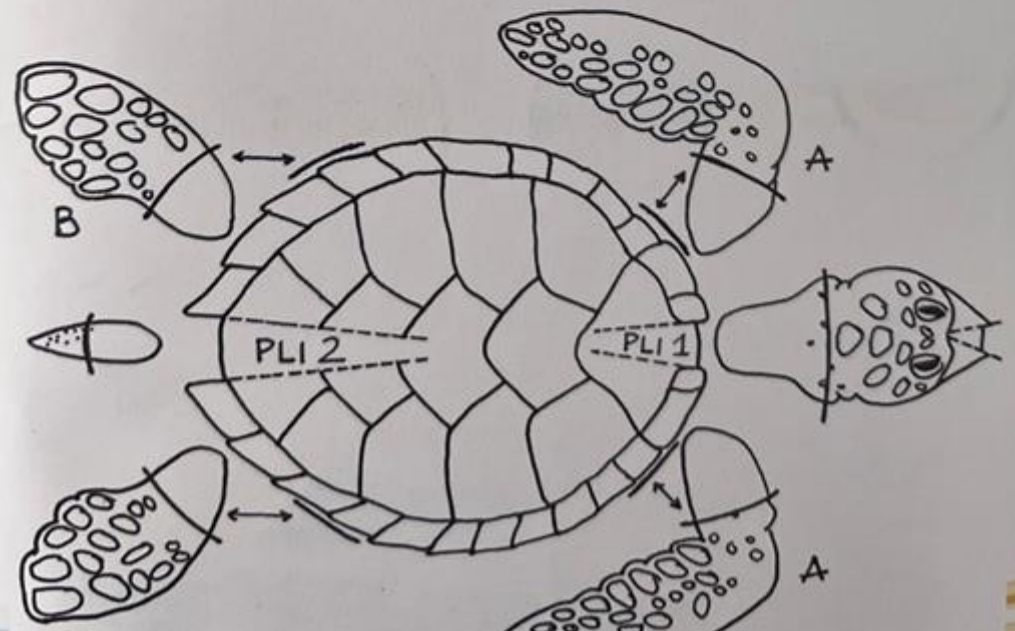


Créée par Monica Zavagli,
Secrétariat de Ramsar

Voici comment faire ta tortue marine



- **Etape 1** - Découpe toutes les pièces : carapace, tête, queue, 2 pattes avant + 2 pattes arrières (soit 7 pièces).
- **Etape 2 - La carapace** : Découpe les lignes en pointillé en faisant bien attention de ne pas détacher les languettes se trouvant au milieu de la carapace (pli 1 et 2).
Pour donner la forme de la carapace, applique de la colle sur la partie supérieure de la languette 1 (tête), fixe maintenant les deux parties de la carapace PAR DESSUS la languette. Fais la même chose avec la languette (pli 2) (queue).
- **Etape 3 - La tête** : Découpe le long des pointillés afin de former son bec. Pose de la colle sur la languette et fixe par dessus les 2 points formant le bec de la tortue. Agrafe ou colle la tête à la carapace sur la ligne prévue à cet effet.
- **Etape 4 - La queue** : colle-la à la carapace sur la ligne prévue à cet effet.
- **Etape 5 - Les pattes** : Positionne les pattes avant (A) et arrière (B) de ta tortue sous la carapace sur les lignes noires. Colle-les ou agrafe-les à la carapace sur les points



Student handout

Pretend you are an animal in New Caledonia, Include:

- The type of animal- Je suis une/un.....
- The name of the animal
- Its personality
- What it eats ? - Je mange.....e.g. les fruits sauvages comme les pommes de cajou
- Its habitat- Je vis ...e.g. dans la forêt
- What it likes to do. e.g J'aime me reposer au soleil et gratter la terre.
- Some interesting facts about the animal e.g. Je ne vole pas.
- A problem (conflict) the animal is facing e.g. Les chiens me mangent.
- What people can do to protect the animal (resolution) e.g. Recyclons!

Example text

Je suis un cagou. Je m'appelle Claude. Je suis joli et intéressant. Je mange des insectes, des escargots et des lézards. Je vis dans les sous-bois des forêts humides. J'aime me reposer au soleil et gratter la terre. Je dors sur une jambe comme un acrobate. Je ne vole pas. Je déteste les chiens mais aussi les chats et les cochons sauvages. Les chiens me mangent. Éloigne ton chien de moi !

Grading criteria:

Australian Curriculum -Thread- Conveying and Presenting Information

Assessment criteria:

Achievement Standards taken from the 'Australian Curriculum' that relate to this Assessment task.

Skills

By the end of year 6, students:

- **gather** and **compare** information from a range of texts



- **identify** key points and supporting details when reading and listening
- **create** connected texts using structured models and processes of drafting and re-drafting
- **convey** information in different formats to suit specific audiences and contexts
- **use** present tense verb forms, conjunctions and connectives, positive and negative statements and adverbs.

Understandings

By the end of year 6, students:

- **identify** differences in commonly used text types, commenting on differences in language features and text structures

Additional resources for the animation summative assessment task

The 'Australian Curriculum' achievement standard states that students gather information from a range of resources.

The pages below are from the books 'Les tortues marines', 'La forêt humide' and 'la forêt sèche' Collection CIE- espèces emblématiques de Nouvelle-Calédonie. It can be purchased off the Internet. I borrowed the book from the Alliance Française in South Australia. They have an awesome library space dedicated to New Caledonia.

Nos tortues en péril

Les tortues marines sont menacées d'extinction en raison des activités humaines de plus en plus destructrices. Leur subsistance relève de l'exploit !

Pollution

Filets

Lumières sur la plage

Destruction des nids

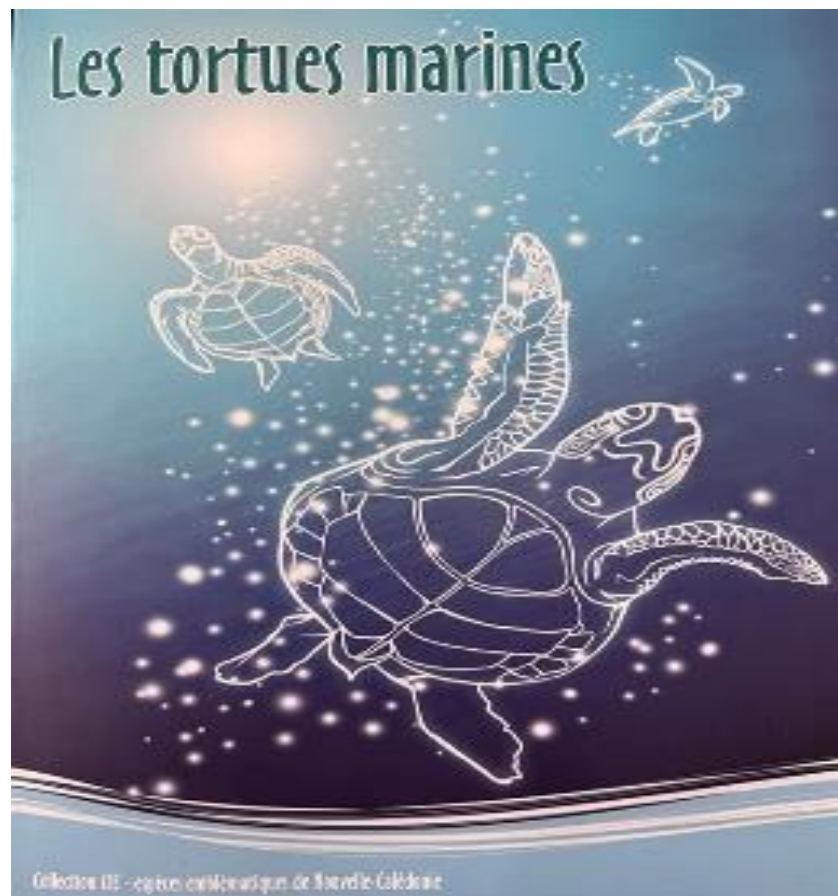
Braconnage et vente illicite

Collisions

Enrochements

Plus de la moitié des tortues ont disparu en 50 ans !

Combien de tortues restera-t-il en 2050 ?
Au taux actuel de disparition, si nous n'agissons pas, il n'en restera plus !



From the author

About the writer of this unit of work

Yvette Pinto is a passionate and dedicated French teacher and was the South Australian 'French R-6 Scope and Sequence' Curriculum Writer for the Department for Education in 2021. She is the Vice President of the South Australian French Teachers Association of SA.

Yvette enjoyed visiting New Caledonia in 2011 and can't wait to return. Yvette keeps in contact with teachers in New Caledonia and her students enjoy sending pen-pal letters.

Yvette hopes you enjoy using this unit of work with your students. She is available to support you with any additional information or resources via email Marina.Pinto342@schools.sa.edu.au



Photos of Yvette visiting the 'Parc Zoologique et Forestier Michel Corbasson' in 2011.

