

OVERVIEW: You and your classmates have been learning about animals that migrate and the reasons they change their location. In order to check on your understanding, your teacher has created an activity for you to complete. You will be able to self-assess your knowledge to find out how much you know and what areas you need to study further.

NOTE TO TEACHERS OF OTHER LANGUAGES: To find an appropriate authentic text in your language, add site: followed immediately by the two letter country code. For example, if you are looking for authentic texts in France you would follow your keyword search with site:fr. For a complete list of country codes visit http://goes.gsfc.nasa.gov/text/web_country_codes.html. If you use Google as a search engine, you may conduct an advanced search and indicate the reading level. For Novice-Mid students, select a text that is easy to understand, has lots of repetition, and includes visual support.

INTERPRETIVE MODE:

SLO #1: Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about migratory animals and their habitats.

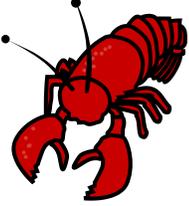
Read the following to your students: Your teacher has recorded descriptions of various migratory animals. Your job is to listen carefully in order to match the description with the corresponding picture. Take a minute to look over the pictures and remember what you know about each of the animals. Then listen to the descriptions and complete the activity on your own.

La Migration des animaux:

Retrieved from: http://www.professeurphifix.net/eveil/biologie_migration_animaux.pdf

Script:

1. De très nombreux oiseaux des régions froides migrant à l'automne vers des pays tropicaux.
2. Les saumons, poissons marins, migrant suivant les saisons.
3. Parmi les insectes, les papillons éalisent les migrations les plus spectaculaires. Ils partent du Canada et arrivent au Mexique pour l'hiver.
4. Les tortues de mer, elles, nagent sur des milliers de kilomètres pour retrouver la plage où elles sont nées.
5. Les longoustes voyagent en ligne pour la protection.

L'animal	Número de la description				
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

INTERPERSONAL MODE:

SLO #2: Ask and respond to memorized questions about migratory animals and their habitats using digital tools and face-to-face communication.

SLO #3: Use appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language) about animals and their habitats.

You and your classmates are fascinated by the migration of the monarch butterfly. You watch a news clip about their voyage and then talk about the information you learned from the report. To help you organize your thoughts, your teacher created a chart for you and your classmates to complete as you listen to the video. You can use the information in the chart as you talk about the voyage of the

monarch butterflies. Link to news clip: <http://videos.tf1.fr/jt-20h/2010/la-migration-des-papillons-monarques-un-spectacle-fascinant-6140130.html>

Talk about where the butterflies live during the summer	Talk about the voyage the butterflies take each year	Describe the place where they spend the winter months	Share any additional information you understood from the video

Note to teacher: To assess whether your students are performing at the Novice-Mid level, please use the Interpersonal Speaking rubric found at <http://flenj.org/CAPS/rubrics.shtml>.

PRESENTATIONAL MODE:

SLO #4: Retell highlights from age- and level-appropriate culturally authentic target language text orally or in writing that include physical characteristics of migratory animals and their habitats by creating a multimedia-rich presentation.

Your class decides to investigate the monarch butterfly in more detail.* Working with a small group of classmates, you prepare a digital presentation about the life cycle of the butterfly and the yearly voyage it takes from Canada to Mexico. You create a map with a time line that identifies when the butterflies migrate, why they leave Canada to head south, and the routes they take.

Your teacher posts your presentations online so that you can share your learning with community members and other students who speak French and are interested in the monarch butterflies.

*For additional information, students (with the assistance of their teachers) view the following video clips and investigate some of the websites noted below:

<http://www.centredessciencesdemontreal.com/imax/lincredable-voyage-des-papillons-en-3d.html>

http://www.wat.tv/video/migration-papillons-monarques-36mv9_2i0u7_.html

http://www.dailymotion.com/video/xbpg50_papillon-monarque_animals - As the commentary is difficult for Novice-Mid speakers of French teachers may want to mute the sound and narrate the video themselves.

http://www.pourlascience.fr/ewb_pages/a/actualite-la-conquete-du-nord-par-les-papillons-monarques-29652.php

<http://www.museevirtuel-virtualmuseum.ca/edu/ViewLoitLo.do;jsessionid=FDEA3024167728A87542500628CAB903?method=preview&lang=FR&id=6921>

Informational text for teachers:

<http://www.lapresse.ca/sciences/decouvertes/201304/09/01-4638977-le-papillon-monarque-fascine-toujours-les-scientifiques.php>

<http://prezi.com/w1rzlr5p7uaj/papillon-monarque/>

<http://www.pc.gc.ca/fra/pn-np/on/pelee/natcul/monarch.aspx?m=1>

Note to teacher: To assess whether your students are performing at the Novice-Mid level, please access the Presentational Writing rubric found at <http://flenj.org/CAPS/rubrics.shtml>. Under *Am I understood*, replace: *My spelling is inaccurate* and *My punctuation does not follow conventions* with *My pronunciation is inaccurate*.