

**OVERVIEW:** Students are intrigued by animals that migrate. They skim and scan online sites to find out information about which animals migrate, where they go, and why they leave their habitats to travel long distances often to new countries and continents. After gathering information, students engage in a conversation with French-speaking students to share information they learned. Following the discussion, the French-speaking students interact with individual students to question them further about the animals they studied.

**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](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 the areas around the world where animals live and the reasons they migrate at different times of the year.

Read the following to your students: Listen as your teacher reads information found on the website below and answer the questions that follow. Write your answers in English as your teacher wants to know what you understood from the text.

<http://classe5.voila.net/sciences/animauxsaisons/animauxetsaisons.htm>

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| 1. How do weather conditions affect animals? Give at least one example from the text.       |
| 2. What did you learn about polar bears from the text? Give three facts about their habits? |
| 3. The swallow is a migratory bird. Find two reasons why it leaves Europe in the fall.      |
| 4. How do squirrels survive in the winter? Tell what you learned from the text.             |
| 5. What do ground hogs eat? Mention two things. Do they migrate? If not, why not?           |

### **PRESENTATIONAL MODE:**

**SLO #4:** Retell highlights from age- and level-appropriate culturally authentic target language text orally or in writing that includes reasons animals migrate by creating a multimedia-rich presentation.

Read to students: Your teacher has invited a group of school children from Canada to visit your class (in person or via Skype). They are also studying about animal migration in their class. Your teacher asks you to prepare a multimedia presentation about what you have learned to share with the French

students virtually or in person. Choose at least two animals to highlight in which you tell the name of the animal, where they go and why they migrate.

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*.

**INTERPERSONAL MODE:**

**SLO #2:** Ask and respond to memorized questions about migratory animals and the reasons for their migration using digital tools and face-to-face communication through the target language.

**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) dealing with reasons that animals migrate.

**Read to students:** Once the students view your presentations, they may have a few questions for you. You practice asking and answering a few questions with your teacher to prepare for the conversation. The chart below should help you to organize your questions and answers.

Name of animal				
Habitat during the warm months				
Habitat during the cold months				
Reason for migrating				

**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>.