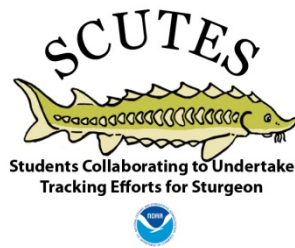


<b>Topic/Lesson:</b>	<b>Acrostic Poetry – Atlantic and Shortnose Sturgeon</b>
<b>Objectives:</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and explain what an acrostic poem is.</li> <li>• Create an acrostic poem.</li> <li>• Demonstrate knowledge of Atlantic and shortnose sturgeon through their acrostic poem.</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Composition paper</li> <li>• Pencils, erasers</li> <li>• Pens</li> <li>• Dictionary, thesaurus</li> <li>• Computers - Website: <a href="http://www.greateratlantic.fisheries.noaa.gov/scutes">http://www.greateratlantic.fisheries.noaa.gov/scutes</a></li> <li>• Acrostic poem paper</li> <li>• Rubric</li> <li>• Instruction/Guideline paper</li> </ul>
<b>Vocabulary:</b>	<ul style="list-style-type: none"> <li>• Atlantic sturgeon</li> <li>• Acrostic poem</li> <li>• Editing/revising</li> <li>• Poetry</li> <li>• SCUTES</li> <li>• Shortnose sturgeon</li> </ul>
<b>Procedures:</b>	<ol style="list-style-type: none"> <li>1) Review or introduce Acrostic Poems depending on the background knowledge of your students.</li> <li>2) Read over the Acrostic Poetry paper together.</li> <li>3) Next discuss the assignment of creating an acrostic poem using the word “Atlantic sturgeon” or “shortnose sturgeon.” Read through and explain the instruction/guideline paper together as a class.</li> <li>4) Model an example of creating an acrostic poem. On the board write “SPRING” vertically. Have volunteers help to create an acrostic poem. Leave the example posted for students to view. Point out that each line or phrase must relate to the word written vertically, in their case it will be “Atlantic sturgeon” or “shortnose sturgeon.”</li> <li>5) Partner students up or allow them to choose partners.</li> <li>6) Allow partners to use a computer to go on the SCUTES website:</li> </ol>

	<p><a href="http://www.greateratlantic.fisheries.noaa.gov/scutes">http://www.greateratlantic.fisheries.noaa.gov/scutes</a></p> <p>to do research for their poems.</p> <p>7) Partners work together to create the rough drafts of their acrostic poems.</p> <p>8) Partners peer edit their rough drafts.</p> <p>9) Teacher conferences with partners as they edit/revise their rough drafts.</p> <p>10) Students create the final version of their acrostic poems.</p> <p>11) Students create Atlantic or shortnose sturgeon acrostic poem posters.</p> <p>12) Students present their poems and posters to the class.</p> <p>13) Teacher can create a bulletin board using posters.</p>
<p><b>Accommodations/ Modifications</b></p>	<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Peer partnering/cooperative learning</li> <li>• Multiple step instructions/guidelines/strategy</li> <li>• Teacher check-ins</li> <li>• Refocusing</li> <li>• Rubric</li> <li>• Step-by-step written instructions</li> <li>• Scribing when necessary/alphasmarts</li> </ul>

Students Collaborating to Undertake  
Tracking Efforts for Sturgeon





## Acrostic Poetry

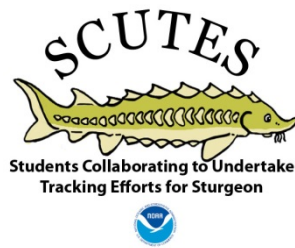
Acrostic poems are simple poems in which the first letter of each line forms a word or phrase (vertically). An acrostic poem can describe the subject or even tell a brief story about it. Your poem should be about the topic word and each line should begin with a letter from the word.

- Formed by writing a word vertically down the page
- One letter per line
- All capital letters
- Each line of poetry must begin with the letter on that line and must pertain to the word
- May use one word or a phrase
- Does not have to rhyme
- Use adjectives and phrases that describe the word

Here is an example of an acrostic poem using the word “flowers”.

**F**anciful colors,  
**L**ovely colors,  
**O**verflowing  
**W**ith blossoms, green leaves, and long stems.  
**E**veryone appreciates how they brighten up a room.  
**R**eaching out to the world  
**S**aying hello!

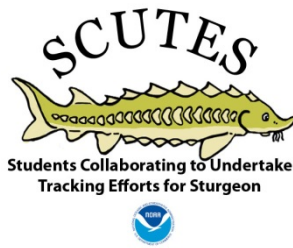
The word is written vertically. Every letter of the word is the beginning of the sentence or phrase on each line. The sentences do not have to rhyme, or even flow together like it was telling a story.



## **Atlantic and Shortnose Sturgeon Acrostic Poem Instructions**

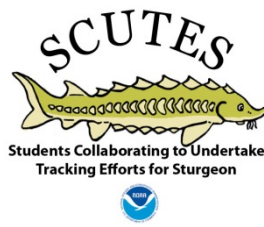
You will work with a partner to create an acrostic poem for the words “Atlantic Sturgeon” or “shortnose sturgeon.” Your poem does not have to rhyme or tell a story. Whichever one you choose, the species name must be written vertically down your page. Each line must start with whichever letter it corresponds to from the words “Atlantic sturgeon” or “shortnose sturgeon.” Each sentence or phrase that you write on each line must be accurate; meaning it must be a true fact about Atlantic or shortnose sturgeon. You will use a specific website to research factual information about Atlantic or shortnose sturgeon before you start writing the poem. Make sure you use good adjectives in your acrostic poem.

1. First, write a rough draft. Play around with different creations.
2. Next, you and your partner will peer edit the rough draft, making any necessary revisions.
3. Make sure you conference with a teacher before you begin writing the final copy.
4. You are going to create an Atlantic or shortnose sturgeon acrostic poem poster. Using long white paper, you will write the final copy of the acrostic poem and create an illustration to correspond with your poem.



### Atlantic and Shortnose Sturgeon Acrostic Poem Rubric

Followed Instructions	Student followed assignment instructions accurately. Student created an acrostic poem using the words “Atlantic sturgeon” or “shortnose sturgeon” and followed the guidelines. Poem was completed on time.	_____ points  Out of  20 points
Organization	Student set up their acrostic poem correctly. The words “Atlantic sturgeon” or “shortnose sturgeon” were written vertically, with a sentence or a phrase written after each letter.	_____ points  Out of  20 points
Accurate Facts	Student completed necessary research to complete their acrostic poem. All sentences and phrases contain accurate facts about Atlantic or shortnose sturgeon.	_____ points  Out of  20 points
Creativity	Student used creativity when writing their acrostic poems. Student used good adjectives and colorful language. Student used good word choice and unique vocabulary.	_____ points  Out of  20 points
Punctuation	Student fixed any spelling mistakes, punctuation, and grammatical/mechanical errors.	_____ points  Out of  20 points



**Acrostic Poem (Teacher Example)**  
**By Edith Carson**

**A** nadromous fish,  
**T** racked down by scientists,  
**L** iving fossil,  
**A** tlantic Ocean is their home (some of the time).  
**N** atal homing helps them to find their way to their natal river to spawn.  
**T** ubular mouth,  
**I** nteresting bottom feeders,  
**C** aviar is a human delicacy that comes from sturgeon.

**S** cutes line in rows along their body.  
**T** ags are a way to keep track of them.  
**U** nderwater migrators,  
**R** ows of bony scales called scutes,  
**G** entle giants,  
**E** ndangered Species Act,  
**O** verfishing was their downfall.  
**N** ew research and awareness will help bring the population up again.