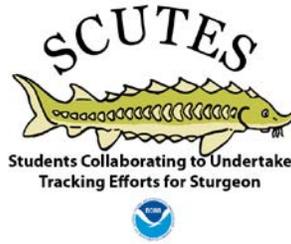


<b>Topic/Lesson:</b>	<b>Onomatopoeia – Atlantic and shortnose sturgeon</b>
<b>Objectives:</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and explain what an onomatopoeia is.</li> <li>• Create onomatopoeias.</li> <li>• Write a creative story about an Atlantic or shortnose sturgeon who encounters a credible threat.</li> <li>• Explain threats Atlantic and shortnose sturgeon face today.</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Atlantic and shortnose sturgeon information</li> <li>• Dictionary</li> <li>• Composition paper</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Computer:  <a href="http://www.greateratlantic.fisheries.noaa.gov/protected/scutes/students/threats/index.html">http://www.greateratlantic.fisheries.noaa.gov/protected/scutes/students/threats/index.html</a> </li> <li>• Story guideline paper</li> <li>• <u>Click, Clack, Moo: Cows That Type</u> by Doreen Cronin</li> </ul>
<b>Vocabulary:</b>	<ul style="list-style-type: none"> <li>• Atlantic sturgeon</li> <li>• Shortnose sturgeon</li> <li>• Onomatopoeia</li> <li>• Quotation marks</li> <li>• Edit</li> <li>• Revise</li> <li>• Threats: dredging, dams, bycatch/nets, ships/boats, propellers, pollution, tidal turbines, humans.</li> </ul>
<b>Procedures:</b>	<ol style="list-style-type: none"> <li>1) Write “sound noises” on the board. Ask students how they convey sound noises in their writing.</li> <li>2) Ask students to brainstorm words they have used or have read that represent noises they hear. Model how sound noises like “boom” have quotation marks around them.</li> <li>3) Read the picture book <u>Click, Clack, Moo: Cows That Type</u> by Doreen Cronin out loud to the class to demonstrate using onomatopoeias in a story.</li> <li>4) Make a master list together as a class of onomatopoeias for students to reference as needed, and post it somewhere in the class.</li> <li>5) Explain that their assignment will be to write a creative story</li> </ol>

	<p>about an Atlantic or shortnose sturgeon's encounter with a threat. Students will use the website link above to find information to help them write their story.</p> <ol style="list-style-type: none"> <li>6) Distribute story guidelines and read out loud together.</li> <li>7) Give students time to use the computer to collect factual information pertaining to threats Atlantic and shortnose sturgeon face. Provide students with the website listed in the Materials section.</li> <li>8) After students choose the threat they want to include in their story and take notes off the computer they may begin writing their rough draft using the guideline paper as needed.</li> <li>9) Students may peer and teacher - edit their story as needed and directed by the teacher.</li> <li>10) After revisions are made, and conferencing with teacher, students may begin final drafts of their papers.</li> <li>11) Teachers may create a sturgeon story museum, allow students to share their stories, or simply add stories to their writing portfolios.</li> </ol>
<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>• Guideline paper</li> <li>• Step-by-step written instructions</li> <li>• Scribing when necessary/alphasmarts</li> </ul>

Tracking Efforts for Sturgeon



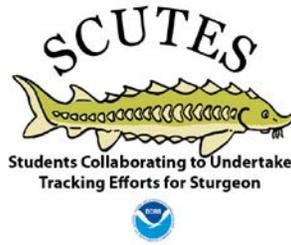


## Atlantic and Shortnose Sturgeon Story Guideline Paper

Atlantic and shortnose sturgeon have encountered many threats historically over a hundred years ago, but they are still facing modern threats today. Using the information you find on the NOAA website about threats sturgeon face, you will write a creative story about an Atlantic or shortnose sturgeon. Follow the guidelines below to create your story. Remember, although you are writing a fictional story, the threat and story plot must be realistic.

### Story Guidelines

1. Your sturgeon is trying to return to their natal river to spawn.
2. Choose at least one threat from the NOAA website that your sturgeon faces during their journey.
3. Your story must include **at least 10** onomatopoeias.
4. Describe whether or not the sturgeon is able to overcome or avoid the threat.
5. Include the final outcome; did the threat hurt/kill the sturgeon? Did the threat prevent the sturgeon from spawning? How will this affect sturgeon population? Was the sturgeon able to avoid the threat and successfully spawn?
6. End your story with some advice the Atlantic or shortnose sturgeon would like to share with humans about the threat they faced and how people could make a difference.



### Atlantic Sturgeon Story Example

Once upon a time, there was an Atlantic sturgeon named Scooter. It was springtime, so he was busily **zipping** through the river so he could spawn. All of a sudden, **wham!** He was caught in a fishing net. Scooter was very worried that he wouldn't be able to spawn or even worse, could wind up dead! He tried to **squish** through the hole in the net, but it was no use. He was caught. All of a sudden, Scooter heard a **rattle** and a **whirring** sound. The fisherman was pulling him up! Scooter landed on the boat with a great big **thud**. "Oh no," **mumbled** the fisherman. "It's an Atlantic sturgeon. I better **flip** him back overboard. These fish are protected." The fisherman **grunted** as he lifted the sturgeon up over the edge of the boat. Scooter landed in the water with a grateful **splash**, and without further delay he was on his way to his natal spawning site to successfully spawn. The moral of the story is if you go out fishing, be careful for sturgeon. If you catch one, please release it immediately. The end.