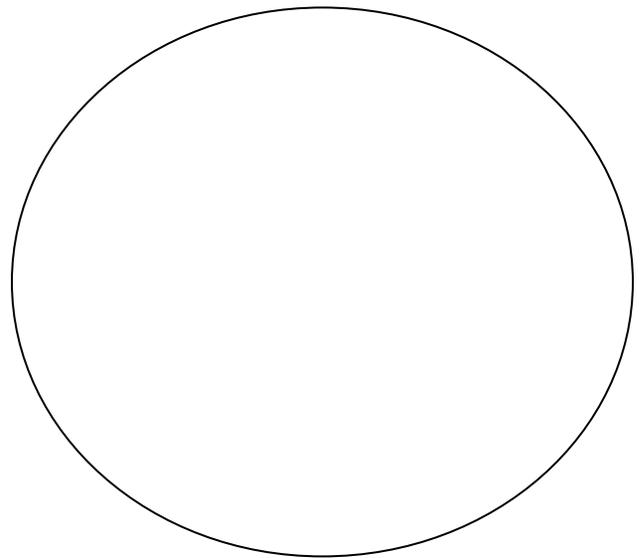
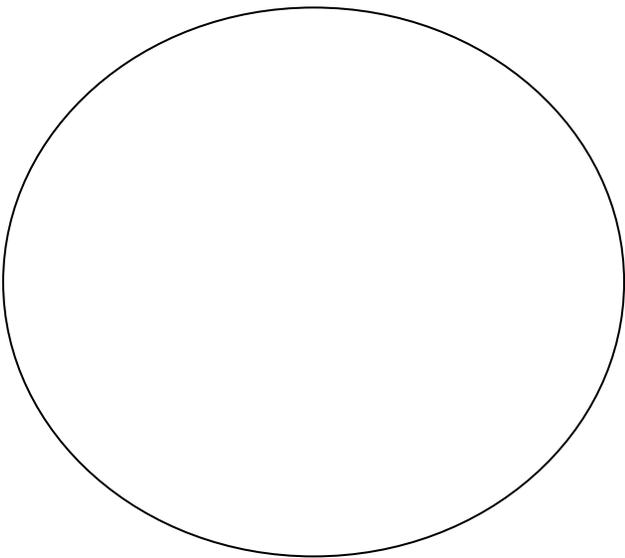
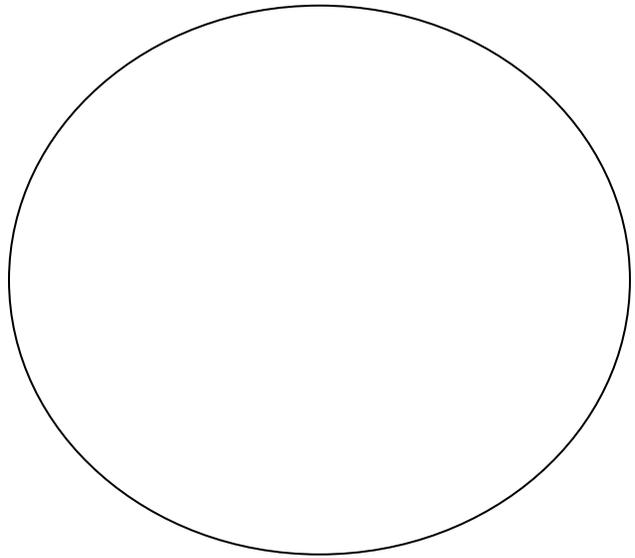
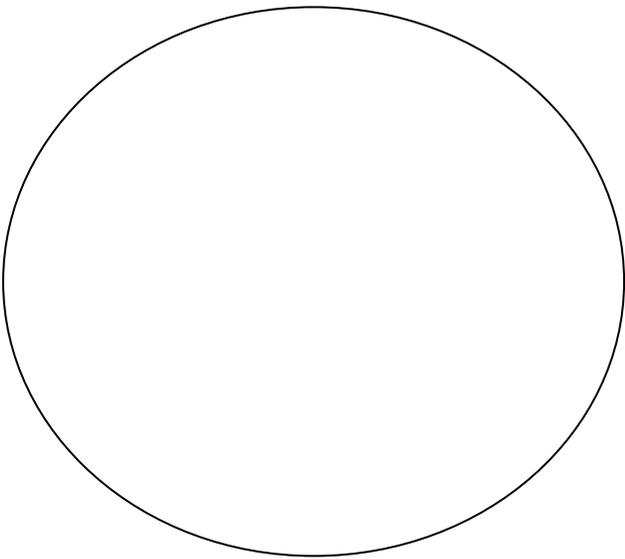
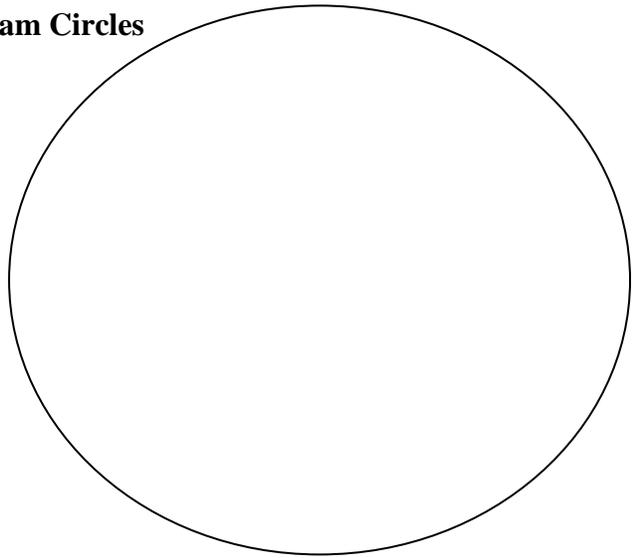
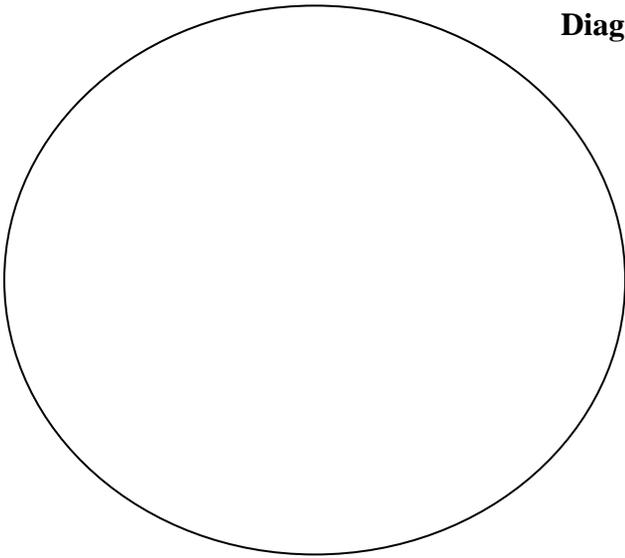


Topic/Lesson:	Sturgeon Classification
Objectives:	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand that scientists classify animals to make things easier to find, identify, and study. • Understand that scientific classification groups all things based on certain traits, or characteristics they have in common. • Classify Atlantic sturgeon into five major groups using their knowledge of classification and sturgeons.
Materials:	<ul style="list-style-type: none"> • Mobile guide paper • Diagram circles & arrows • Instruction page • Glue/glue sticks • Markers • Scissors • Pencils/colored pencils/crayons
Vocabulary:	<ul style="list-style-type: none"> • Classification • Herbivore • No backbone-invertebrate • Animal Kingdom • Mammals • Amphibians • Fish • Traits • Carnivore • Cold blooded • Warm blooded • Plant Kingdom • Reptiles • Birds • Grouping • Omnivore • Backbone-vertebrate
Procedures:	<ol style="list-style-type: none"> 1) Begin class by discussing what it means to “group” things based on a common trait or characteristics and relate to classification. 2) Whole class separates into groups using traits such as eye color, favorite food, hair color, gender, favorite sports, etc.

	<p>3) Discuss/Recall 5 major classifications:</p> <ol style="list-style-type: none"> 1. Animal Kingdom vs. Plant Kingdom 2. Vertebrate vs. Invertebrate 3. Warm blooded vs. Cold blooded 4. Omnivore, herbivore, or carnivore 5. Fish, Amphibian, Bird, Mammal, or Reptile <p>4) Whole class and teacher complete example of classifying an animal into 5 above classifications on board, discussing traits/characteristics that qualify them into each group.</p> <p>5) Read instructions together and view/discuss example and guideline paper. Teacher models beginning of process.</p> <p>6) Students may use science textbook, or dictionary for assistance if needed.</p> <p>7) Students complete classification diagram independently (except in cases of peer partnering).</p> <p>8) Teacher assesses progress while walking around room, assisting where necessary.</p> <p>9) When diagrams are finished teacher can hang them up or create a bulletin board.</p>
<p>Accommodations/ Modifications:</p>	<ul style="list-style-type: none"> • Peer partnering • Teacher modeling • Step-by-step written instructions • Preferential seating



Diagram Circles



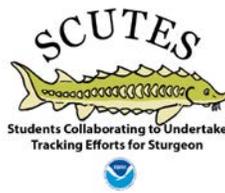
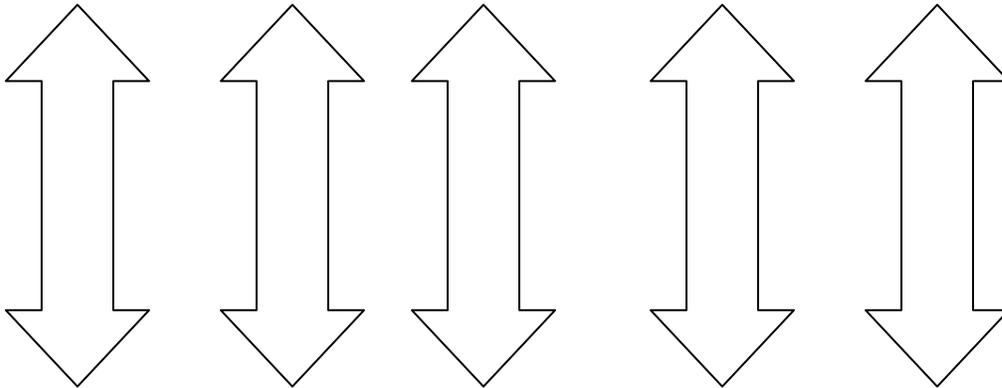


Diagram Arrows



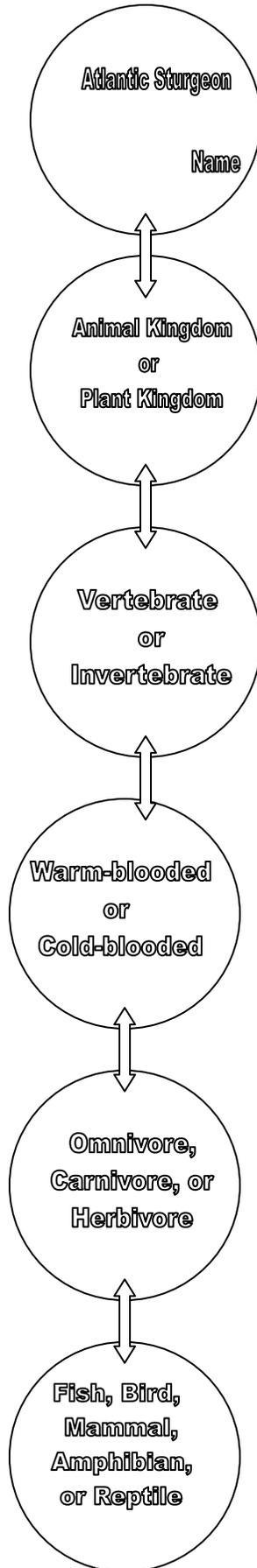
Classification Diagram Instructions

Using your knowledge of Atlantic sturgeon and classification, you will create a vertical diagram. Use the following format and instructions to create your diagram correctly.

1. Cut out all six diagram circles.
2. Cut out five double ended diagram arrows.
3. **Circle One:** Write your name in the lower right section. In the middle of the circle write “Atlantic sturgeon”. Write it big enough to see, and write neatly.
4. **Circle Two:** Write whether the Atlantic sturgeon is a member of the Animal Kingdom or the Plant Kingdom.
5. **Circle Three:** Write whether Atlantic sturgeon are classified into vertebrates (backbones), or invertebrates (no backbone).
6. **Circle Four:** Write whether Atlantic sturgeon are warm-blooded or cold-blooded.
7. **Circle Five:** Write whether Atlantic sturgeon are classified into being an omnivore, carnivore, or herbivore.
8. **Circle Six:** Write whether Atlantic Sturgeon should be classified into the fish, amphibian, bird, mammal, or reptile group.
9. You may color or decorate each circle, but make sure that you are still able to CLEARLY read and see what you wrote in each circle. Feel free to draw things that relate to each circle. For example if you decide that the Atlantic sturgeon are herbivores, you could draw a picture of a sturgeon eating some sort of plant or vegetation.
10. After decorating each circle and labeling them with the correct classification, you must connect each circle using the arrows. Glue the top and bottom of the arrow and place the correct number circle on top of the arrow.

For example, after you have glue on the top and bottom of one arrow, place the bottom circle one on the top glue section of the arrow and the top of circle two on the bottom of the glue section on the arrow. Keep doing this until all six of the circles are connected. Let the circles and arrows dry before moving or hanging up.

Mobile Guideline/Example



Teacher Answer Key

