



Acrostic Animal

Summary:

Students will research an endangered Puerto Rican animal and write an acrostic poem about it.

Background Information:

Endangered species are those that are threatened by extinction. Species that are going extinct cannot maintain their populations unless drastic measures are taken to alleviate pressures they are facing. Some of these pressures include: habitat destruction, poaching, over-harvesting, pollution, urban, tourists and industrial development.

Puerto Rico has forty-nine plants that are threatened or endangered. Some animal species that are endangered include: the Puerto Rican Parrot, river shrimp and fish, Leatherback Sea Turtles. More can be found at the US Fish and Wildlife Service <http://endangered.fws.gov/>.

In Language Arts we teach many different ways of writing, poetry being on of them. In this lesson students will learn how to write an acrostic poem using information they have gathered through research about endangered Puerto Rican animals.

Acrostic Poem:

An acrostic poem is where you choose a topic or name, in this case an endangered Puerto Rican animal, and use each letter in that name as the beginning letter of a word or line that tells something about the animal.

Acrostic poems do not have to rhyme, but it is alright if they do.

Here is an example:

Cute and little
On the ground, in the trees
Quick to call and defend their territory
Usually hiding
Inhabit the forest

Grade Level: 2nd

Goal: Students will learn how to write an acrostic poem and become familiar with some of Puerto Rico's endangered animals.

Key Concepts: identify what makes a species endangered, how to write an acrostic poem

Objectives: Upon completion of this lesson, students will:

- 1) be able to write acrostic poems.
- 2) be able to tell at least three facts about their animal.

Teaching Location:

In the classroom

Lesson Time:

Overall: 180 minutes

Activity 1: 20 minutes

Activity 2: 40 minutes

Activity 3: 60 minutes

Conclusion: 60 minutes -

(depending on number of students)

Subject Areas for Infusion:

Language Arts, Environmental Education

Standards:

Wisconsin State Standards:

Environmental Education: A.4.2, A.4.4

Language Arts: A.4.4, B.4.1, B.4.2, B.4.3, C.4.1, C.4.3, E.4.1, F.4.1

Materials:

- Overhead projector or Chalkboard
- Paper
- Pencils
- Access to the internet or books of endangered Puerto Rican animals

Set-Up:

Schedule a time for computer lab internet use or library research.

Procedure:**Introduction.**

We have been learning about many different types of poems in Language Arts and this week we will be working on an Acrostic poem. To write an Acrostic poem we need a topic or name to begin with. Since we have been talking about endangered animals in Science, you get to choose an endangered Puerto Rican animal to write your poem about.

Activity 1.

After introducing the lesson, explain how an acrostic poem is written. Choose a topic or animal that students are already familiar with to make an acrostic poem together with the class. Write the topic or animal name vertically on the overhead projector or chalkboard. Ask students to start brainstorming what they know about the topic or animal – they can just shout out what they think of or you can call on them – write what they say on the overhead or chalkboard. Once you have a big enough list, ask students to start putting together words or phrases that they came up with that begin with the first letter of the topic or animal. Continue until all letters in the topic or animal name are used. Read the poem together and make any changes with the wording as students suggests.

Activity 2.

Now tell students that they get to choose an endangered Puerto Rican animal as the topic of their poem. There is a list of these animals on the following website:

<http://endangered.fws.gov/> . Have students research their animals on the internet or in the library and write down a list of facts about them.

Activity 3.

When students have enough information about their animal, they may begin writing their acrostic poem. The first copy can be done on any type of paper as a rough draft copy. When students think they have finished their poem they must read through it to find any mistakes they are able to identify. The next step is to have a peer read through the poem to find anything else that can be improved upon – spelling, punctuation, more descriptive words, etc. Finally the teacher should look it over for error. After it is proofread by the teacher, the student can make a final copy and decorate it according to your specifications.

Vocabulary

Acrostic Poem: A type of poem that begins with a topic or name written vertically, using each letter in that topic or name as the beginning of a word or line that tells something about the topic or name.

Endangered Species: A species that is in threat of extinction, usually related to issues like habitat destruction, pollution, poaching and more.

Conclusion.

Students will read their poems to their classmates. Allow time for a short discussion of the animal after each presentation.

Assessment.

The poems will be looked at individually to see that the proper format was used. In the discussion of each animal, the student presenting the poem will be required to tell at least three facts they found the most interesting about their animal.

Adaptations: Students with special needs can be paired with another student to work with. Depending on their abilities, they can be required to write a line or two of the poem, or help with lines if they are not able to write. They can be required to tell their favorite fact about the animal after their partner shares the poem with the class.

References:

US Fish and Wildlife Service Website offers myriad information on endangered species, including lists specific to areas like Puerto Rico.

<http://endangered.fws.gov>