Department of Special Education

Millersville University

Lesson (Topic):\_Fishing with Addition and Subtraction\_\_\_\_

Date: \_4/10/1\_\_\_\_

# Objectives:

 By the end of this lesson, my students will…

1. Correctly solve 8 out of 10 addition problems with addends no larger than ten.
2. Correctly solve 8 out of 10 subtraction problems with minuends or subtrahends no larger than ten.

#### Materials/Resources

1. 60 laminated construction paper fish cutouts with magnets on the back of each one
	1. 30 construction paper fish cutouts with addition
	2. 30 construction paper fish cutouts with subtraction
2. 20 fishing rods
	1. A piece of string with a paper clip at one end tied to an unsharpened pencil
3. A paper divided into 9 boxes on both sides
4. A pencil
5. A dry erase marker
6. Addition and subtraction flash cards
7. Blank paper
8. Number card holdups
9. Shiotsu, V. (2009). *Fast ideas for busy teachers: Math grade 1*. United States of America: Frank Schaffer Publications.

**Procedures for teacher and students (**including all adaptations and modifications**)**

1. The teacher will take 60 laminated construction paper fish cut outs and with an erasable marker write addition problems on half of them and subtraction problems on the other half. The addition and subtraction problems will use numbers no larger than 10. The teacher will glue a small piece of strip magnet on the back of each fish.
2. The teacher will make 20 fishing rods. The teacher will attach a paper clip to the end of a string for each fishing rod. Then the strings will be tied to the end of an unsharpened pencil.
3. The teacher will spread all of the fish out in the circle time area or the pond with all of the magnets facing up and the math problems facing down.
4. The teacher will pass out a sheet of paper that is divided in to nine boxes on both sides and a fishing rod to each child.
5. The teacher will dismiss half the class to go fishing. When the students are back at their seats the teacher will dismiss the other half of the class to go fishing.
6. The students will walk over to the pond with their fishing rods. The students will pick up one fish by putting the paper clip to the magnet.
7. The students will take the fish off of their fishing rod and walk back to their desk.
8. Once they are at their desk the student will write the math problem in a box on their paper and solve it. When the student has completed the problem they will walk back to the pond with their fishing rod and fish, place the fish back in the pond (magnet side up).
9. The student will repeat steps 6-8 until all of their boxes are filled or the activity is over.
10. Once their paper is complete they will put it on the teacher’s desk in a pile and then get out a book to read until the activity is over.
11. Joe, Carrie, Kristie and Mary will be given extra time in the learning support room at the end of the activity if they need it.

#### Evaluation (to be completed after each lesson is taught: hand write this section clearly)

 A. Students

 B. Yourself

#### Reflection

A. The Best Thing I did during this lesson…

B. The Thing I will change as I teach the next lesson…

C. How I enhanced the students’ performance on these objectives…

Full Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Every time you bring a fish back to your desk write the addition or subtraction problem in a box and answer the problem. When all 10 boxes are filled in put your paper on my desk.

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