

Date

Subtheme

Start Time: Choose a start time.

End Time: Choose an end time.

Curriculum Area:

*Conceptual Knowledge-
Numeracy*

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Numeracy*

Materials:

Fishing poles and fish
Adapted number line

Touch lights

Mini schedule

Number visuals or puzzle pieces

Objective(s):

Students will rote count using a number line for support.

Students will count objects using a number line for support.

Students will demonstrate one-to-one correspondence using a number line for support.

Students will identify numerals with prompts.

Introduction:

*small groups: 2-3 students

- Teacher will review the theme Oceans and remind students of the weekly book, Rainbow Fish.
- Have students brainstorm fun things to do in the water (or show them visuals w/ fishing being one of the activities).
- "Today we are going to go fishing!"
- "Let's see how many fish we can catch!"

Body:

- Before passing out fishing poles, teacher will model with students what they should do...
 - catch a fish
 - put it on number line
 - verbally say the number of fish you've caught (e.g. 1 for first fish, 2 for second fish, etc.), say number on device, touch a number support, or look at number
 - *mini schedule saved in folder for use
- Pass out one magnetic fishing pole to each student and tell them they are going to take turns and go one at a time.
- spread magnetic fish pieces out in front of the students
- Either set timer, fish until the fish are gone, or stop students when their number line is full.

Closing:

- When at a predetermined stopping point, have student count the total number of fish on their number line. Have them say the total, say on device, touch number or look at number.
 - have students answer questions about more/less, adding, etc. if IEP goals
 - ask "how many" questions
- We counted numbers 1-5 today!
- Lets all count together!
- Great job counting!
- Math is "finished"
- What's it time for?

You can access
the book "Rainbow
Fish" on YouTube.

Accommodations:

Objects
Picture supports
Mini schedule
Leveled prompting
Communication system
Differentiated material

Multiple Intelligences:

<input checked="" type="checkbox"/> Linguistic	<input checked="" type="checkbox"/> Bodily Kinesthetic	<input checked="" type="checkbox"/> Logical-Mathematical
<input checked="" type="checkbox"/> Visual-Spatial	<input type="checkbox"/> Musical	<input checked="" type="checkbox"/> Interpersonal
<input type="checkbox"/> Intrapersonal	<input type="checkbox"/> Naturalist	

Common Core Standards (<http://www.corestandards.org/read-the-standards/>):

[CCSS.MATH.CONTENT.K.CC.A.1](#)

[CCSS.MATH.CONTENT.K.CC.B.4.A](#)

[CCSS.MATH.CONTENT.K.CC.B.4.B](#)

[CCSS.MATH.CONTENT.K.CC.B.4.C](#)

[CCSS.MATH.CONTENT.K.CC.B.5](#)

[CCSS.MATH.CONTENT.K.CC.C.6](#)

LCCE Competencies ([Link to LCCE Competencies](#)):

Link is an abbreviation for LCCE competencies. Click on the link above to view competencies.

Numeracy

go fish



put on
number line

1	2	3	4	5

say number



1

2

3

4

5

ride in a boat



go to the beach



water sports



go fishing

