

LESSON 11: FLY TYING

Grade-Level Outcomes

Primary Outcomes

Movement concepts, principles & knowledge: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

Movement concepts, principles & knowledge: Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

Lifetime activities: Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)

Embedded Outcome

Movement concepts, principles & knowledge: Identifies and discusses the historical and cultural roles of games, sports and dance in society. (S2.H1.L2)

Lesson Objectives

The learner will:

- tie an elk hair caddis that imitates an adult caddis fly.
- use a rubric to evaluate the fly for quality and proportion.

Equipment and Materials

- Document camera
- Fly tying vise
- #14 hooks
- Bobbin
- Finishing tool
- Thread
- Dubbing
- Elk hair
- Wire
- Fly box for finished flies
- Quizzes, pens

Introduction

For homework, you had to think about times where you might need a casting strategy. What examples did you come up with? Sometimes challenging casting conditions can cause you to lose your fly! There are lots of flies available in stores, but it's a longstanding tradition in fly fishing culture to tie your own flies. Today, you will try tying an elk hair caddis fly. Fly tying can be challenging at first and it takes a lot of patience, so don't get frustrated! Let's take the quiz and then we can start tying flies.

Instructional Task: Quiz

■ PRACTICE TASK

Students take a teacher-generated quiz on terminology and concepts.

Student Choices/Differentiation

Allow extra time if needed, or give a take-home version.

Instructional Task: Fly Tying Demo

■ PRACTICE TASK

Pass around hand-tied flies (or share photos of flies) that imitate caddis, mayfly, and stone fly hatches. Position the document camera over the fly tying vise so students, working in pairs, can see the demonstration on the screen at the front of the class.

Tie an elk hair caddis while students follow along with their own vices and tools. Students create one caddis during the demo.

Key Concepts

- Tying skills (locking on thread, dubbing, wings, whip finish)
- Proportion

Refinement

Students may struggle with proportion while making their flies. Draw attention to the length of the wings relative to the hook.

Student Choices/Differentiation

- Provide a handout with step-by-step instructions and/or pictures.
- Give students access to step-by-step instructions in video form.

What to Look For

- Students are on task.
- Student talk is focused on fly tying techniques and key concepts.

Instructional Task: Tying the Elk Hair Caddis

■ PRACTICE TASK

Students access the teacher-created instructional video from the class website. They will then tie several elk hair caddis flies, using the instructional video to support their learning, paying particular attention to correct proportion.

Key Concepts (Proportion)

- Body shape
- Body length
- Body segments
- Wing size
- Wing length

Refinement

Students will often tie the wings too loosely and they will fall off to the side. Make sure they pull the thread snug on each turn around the wings to ensure a secure hold on top of the fly.

EMBEDDED OUTCOME: S.2.H.1.1.2. Point out that this aspect of the fly fishing culture has its foundation in creativity and imagination. Explain how fly tiers examine real flies in order to imitate them, and the quality of the fly is the difference between catching a fish and not catching one.

Student Choices/Differentiation

Students have access to the teacher-created instructional video and can pause, rewind, or fast forward to fit their own personal tying needs.

What to Look For

- Are students struggling with the fine motor aspect of the skill?
- Are they getting the proportions right?
- Do their flies resemble the real thing?

Instructional Task: Student Self-Evaluation of Fly Tying

■ PRACTICE TASK

Students choose their best elk hair caddis (based on a teacher-generated rubric which focuses on correct proportion and quality) and evaluate it. Students provide evidence for their evaluation scores.

Student Choices/Differentiation

Students choose the fly they think best meets the criteria.

What to Look For

A true reflective process, with evidence that supports students' thinking.

Formal and Informal Assessments

- Quiz
- Student self-evaluations
- Journal entry

Closure

- Why is proportion such an important aspect of fly tying?
- What does it mean to “match the hatch”?
- Next class, I will evaluate your casting technique and we'll work on three specialty casts you can use. Be sure to review the casting rubric for the evaluation for the next lesson on the school's physical education website.

Reflection

- Were students able to use the instructional video to support their learning?
- Was the document camera an efficient way to demonstrate fly tying?
- Review student self-assessments and quizzes.

Homework: Fly Fishing Journal Entry

- Explain how you think you might feel if you were to catch a fish on a fly that you tied personally.
- Make a connection to a previous experience where you had that same feeling and share why.

Resources

Internet keyword search: “Goldenstone Fly Fishing elk hair caddis”