



Grade Level: 3
Subject: Math

Let's Go Eeling

ESSENTIAL UNDERSTANDINGS

- History
- Identity
- Language
- Lifeways

LEARNING OUTCOMES

- Students will be able to utilize addition and subtraction skills to solve story problems
- Students will be able to utilize multiplication and division skills to solve story problems

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on their proficient completion of their Let's Go Eeling Worksheet.

Overview

While many lessons utilize items such as apples, watermelons, or lumber to help students solve math problems, this lesson utilizes baskets, lamprey, and berries. These items are responsive to the culture of the Pacific Northwest and the Native peoples who live there. Students will use these items to solve addition, subtraction, multiplication, and division problems.

MATERIALS

- Book: Let's Go Eeling [text](#) or [read aloud](#)
- Practice Problems
- [Let's Go Eeling Worksheet](#)

LOGISTICS

- Where does this activity take place?
Classroom
- How are the students organized?

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

40 minutes

STANDARDS

Oregon Common Core Standards: Math

3.OA.A Represent and solve problems involving addition and subtraction.

3.OA.B Understand properties of multiplication and the relationship between multiplication and division.

3.OA.C Multiply and divide within 100.

3.OA.D Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Background for Teachers

Eel or Pacific Lamprey (skak^hwəl) have been an important species to the people of the Confederated Tribes of Grand Ronde since time immemorial. Pre-reservation, many tribes would travel to different streams and waterfalls to harvest eel for both food and medicinal purposes. Willamette Falls was a significant place for Native peoples to harvest eel, as there was an abundant supply. It is believed that Coyote made Willamette Falls specifically to benefit the Native peoples. Today, harvesting eel at Willamette Falls is still practiced by many tribal members.

Videos:

- [Coyote Builds Willamette Falls and the Magic Fish Trap](#)
- [People of the Falls](#)
- [Home](#)

VOCABULARY

- **upqwəna** - basket
- **təmwata** - waterfall
- **skak^hwəl** - eel/lamprey
- **skak^hwəl-ik^hik-stik** - eeling stick

Opening

Begin the lesson by reading or listening to the story Let's Go Eeling. This book tells the story of a young child going to catch eel for the first time to help provide for their family.

After the story is finished, discuss main details with the students:

- Who is the story about?
- Where does the story take place?
- Why do they travel to Willamette Falls?
- How many days do they travel there for?
- How many eels do they catch each day?
- What do they do with the eel?
- What do they do with the leftover eel?

Activity

1. Help students to work through the three practice problems. This can be done in a whole group or small groups. Teachers may choose to use the "I Do, We Do, You Do" format or guide students through all three questions. Teachers can copy and paste these questions onto a different page or rewrite the question on a whiteboard.
 - a. **Question One:** While out catching eel, the family caught 50 on the first day, 75 on the second day, and 100 on the third day. How many fish did they catch all together?
 - b. **Question Two:** After the family catches the eel, they put them in a basket to carry them home. If 25 eel can fit into one basket, how many baskets will the family need to bring with them to carry the eel they catch on the first day?
 - c. **Question Three:** In the story, the family picks salmon berries on the way to Willamette Falls each day. If the little boy eats 20 berries every day before going to the Falls, how many berries does he eat by the end of the three days?

Closure

Pass out the Let's Go Eeling Worksheet. Allow time for students to complete their worksheet for the lesson assessment.

Teachers can choose to review the worksheet as a class after students are complete or have students turn in the worksheet as they finish.

Differentiation

- Teachers may introduce the lesson by displaying a map of Oregon and showing students where Willamette Falls is located on the map.
- Teachers may introduce or extend the lesson by showing Grand Ronde's videos of Willamette Falls, located in the Background for Teachers section of this lesson plan.

Extension

- Willamette Falls has a rich history for many Oregon tribes. Have students research the importance of the Falls to other Oregon tribes and their histories surrounding that location.

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

Appendix

- Book: Let's Go Eeling
 - Text:
<https://drive.google.com/file/d/1lSbSkGL8pKZM1ppT45Mhr9tvTChcdheE/view?usp=sharing>
 - Read Aloud:
<https://drive.google.com/file/d/1lSbSkGL8pKZM1ppT45Mhr9tvTChcdheE/view?usp=sharing>
- Practice Problems: See "Activity" on Page 3 of this lesson plan
- Let's Go Eeling Worksheet:
https://drive.google.com/file/d/13NL84rFYnhV0w5oOLJ-GxeR7kqt_X77R/view?usp=sharing