



Grade Level: 4
Subject: Math

Fry Bread Recipe

ESSENTIAL UNDERSTANDINGS

- History
- Identity
- Lifeways

LEARNING OUTCOMES

- Students will be able to solve word problems using division or multiplication within 100, including fractions/decimals.
- Students will be able to determine an unknown number using multiplication or division equations.
- Students will be able to explain what fry bread is.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the Lives of Students
- Connecting to Students' Personal Families and Family Members
- Preserving and Honoring Cultural History
- Music

ASSESSMENT - Summative

Students will be assessed on their proficient completion of the Fry Bread Word Problems worksheet

Overview

Students will engage in a read aloud using the book *Fry Bread: A Native American Family Story* by Kevin Noble Maillard to learn about a Native American recipe that evolved from tribes being forced onto reservations. Students will then take part in an activity where they will solve word problems using multiplication and division that are derived from the story.

MATERIALS

What materials are needed for students to engage in this activity?

- [Book: Fry Bread: A Native American Family Story](#) by Kevin Noble Maillard
- Fry Bread [Presentation](#)
- Fry Bread [Word Problems](#)
- Fry Bread [Recipe Card](#)
- Manipulatives (optional)

LOGISTICS

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

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

30-45 minutes

STANDARDS

Oregon Common Core State Standards: Math

4.OA.A.3 Solve multistep problems in authentic contexts using whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted.

4.GM.B.4 Know relative sizes of measurement units and express measurements in a larger unit in terms of a smaller unit.

4.GM.B.5 Apply knowledge of the four operations and relative size of measurement units to solve problems in authentic contexts that include familiar fractions or decimals.

Civics & Government 4.1 Investigate how the establishment, organization, and function of the Oregon government, its Constitution and its laws enforced and/or violated democratic conceptions of equity and justice for individuals and groups including Native Americans, African-Americans, Asian-Americans, and other immigrant groups.

Geography 4.10 Identify political, economic, cultural and physical conflicts, including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon's different geographical areas and people groups who lived in those areas.

Geography 4.11 Understand the impact and legacy of colonialism on marginalized communities and describe the decisions made to shape the human(e.g., tribal, cultural, agricultural, industrial, etc.) and physical geography (dams, wind turbines, climate change, transportation, etc.) and its effect on Oregon's environmental sustainability.

Historical Knowledge 4.13 Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon.

English Language Proficiency Standards

ELP Standard 4-5.7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing

Background for Teachers

Before starting this lesson it is important to read the author's note in the back of the book. The author's note gives a lot of information about the different parts of the book and the history of fry bread and tribes and its importance.

Senate Bill 13 Tribal History/Shared History:

<https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Senate-Bill-13-Tribal-HistoryShared-History.aspx>

VOCABULARY

- **Fry Bread** - quick bread cooked (as by Native Americans) by deep-frying

Opening

Begin by asking students if they know what “frybread” is or if they have ever tried it. Give students the definition of frybread and show an image (attached to this lesson plan).

Activity

1. Introduce the book *Fry Bread: A Native American Family Story* by Kevin Noble Maillard.
2. Review the importance of Fry Bread to Native Americans with students. Ask: *Is there a food/recipe that is very important to your family and/or your culture?*
3. Discuss with students the relevance of fry bread to the Confederated Tribes of Grand Ronde Restoration efforts. (Frybread was often made and sold as a fundraiser to help pay for expenses such as gas money, travel, pamphlets, and mailing costs)
4. Explain to students that they will be working with a frybread recipe today to solve math problems. Display recipe and explain measurements in presentation.
5. Work through recipe conversion problems with students.
The teacher will then introduce the story problems to the students. There will be four total. The teacher may want to follow the format of “I do”, “We do”, “We do”, “You do” in order to properly demonstrate the process to the students. The teacher will place focus on identifying the question being asked as well as the important numbers that we will need to use. It may be beneficial to underline or highlight these facts.
 - a. I have a cake that I want to share with 6 friends. Create a fraction strip to find out what fraction of the cake one friend gets. What fraction of the whole cake do 4 friends eat?
 - b. I made cookies for 4 reading groups. I made 6 for each group. How many cookies did I make?
 - i. Draw a tape diagram
 - ii. Write an addition and multiplication sentence
 - iii. What fraction of the cookies are needed for 1 group?
 - c. A recipe calls for $\frac{1}{2}$ cup of sugar. I only have a $\frac{1}{2}$ measuring cup. If I triple the recipe, how many times will I need to fill the $\frac{1}{2}$ cup with sugar? Draw a tape diagram and record as a multiplication sentence.
Challenge: How much sugar will I use total?
 - d. A cake was cut into 4 equal slices. Each of the 4 slices were cut in half to make enough for the people at the party. Denson ate 2 slices. Judah said, “Wow! You ate $\frac{1}{4}$ of the cake!” Lilly said, “No, he ate $\frac{2}{8}$!” Who was correct? Use tape diagrams to explain your answer.
6. As the teacher works through these problems, it will be essential that they answer all parts of the problem. The last question could be done on their own using their iPads or a piece of paper and a pencil.
 - a. Hand out fry bread word problems and allow work time for students.
 - b. Once students are finished, have them retrieve a fry bread recipe card to take home.

Closure

Have students bring their fry bread recipe card home to share with family and friends

Differentiation

- Students may work in partners or small groups to complete their worksheet

Extension

- Have students research about a food they feel is important to their family/culture. Can they find a recipe that is different from the way they normally prepare it? Have them write a short “book” about their food using Fry Bread: A Native American Family Story by Kevin Noble Maillard as a model.

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

Fry Bread Read Aloud

<https://youtu.be/MibEeGiFThM>

Fry Bread Presentation

https://docs.google.com/presentation/d/1QBNof_DRkTFvLGOx8EI4IS-ST1pNjHWV4ib2ieu_6OU/edit?usp=sharing

Fry Bread Story Problems

<https://drive.google.com/file/d/1gPPTZSjQYltOgcHrwZntvLKfw84Ws6FH/view?usp=sharing>

Fry Bread Recipe Card

https://drive.google.com/file/d/1wkDgqBnOw23gfBAWo_j-FYTay4sMUZuo/view?usp=sharing