



Grade Level: 2
Subject: ELA

Salmon & the Eel - Even & Odd

ESSENTIAL UNDERSTANDINGS

- Time Immemorial
- History
- Identity
- Language

LEARNING OUTCOMES

- Students will be able to explain whether a group of items are even or odd.
- Students will be able to solve an addition equation and identify the answer as even or odd.

CULTURALLY RESPONSIVE PRACTICES

- Interaction with others through play
- Movement inside and/or outside of the classroom
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on their participation in class discussions and their participation in game play with their partner.

Overview

In this lesson, students will hear a traditional Pacific Northwest story about the salmon and the eel and demonstrate their math knowledge of even and odd numbers in a game about the salmon and the eel.

MATERIALS

- The Salmon & Eel story
- The Salmon and Eel game board (each pair)
- Spinner (each pair)
- Paperclip (each pair)
- Pencil (each pair)

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 Standards: Math

2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

Oregon Social Science Academic Content Standards

Geography 2.13 Identify the cultural characteristics of my group identity, (including race, culture, and gender) and of the local community.

Historical Knowledge 2.16 Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances, that impact the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.

Historical Knowledge 2.17 Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.

Background for Teachers

The Salmon & the Eel is a traditional Grand Ronde story. Salmon & Eel are seen playing a gambling game in the story. This game is called Stick Game. In Native communities, stick game is usually played during social events and powwows.

Rules of the Game:

1. The two pieces that Salmon & Eel are playing with are bones. One bone has markings on it, which means its a male bone. The other bone has no markings on it, which means its a female bone.
2. The goal of the game is to be able to guess which hand the person is hiding the female bone in. If you guess correctly, you win that round. If you guess incorrectly, you give a stick to your opponent.
3. The game is won when one person collects all of the other person's sticks. The game can go on for a very long time.

VOCABULARY

- **Even-** equal in number, amount or value.
- **Odd-** a number that cannot be split up into two equal groups.
- **Gambling-** a game of chance where you bet an item or money hoping to win more than what you bet. Gambling was a time where people from tribes would gather to play and bet each other for fun and excitement, as well as to win.
- **Dentalium-** a shell that was used for money or as a form of currency.

Opening

Begin the lesson by showing the students the cover of the book and ask students what they think the story is about. Ask students what they think each item on the cover is.

Open the book and read the first page that explains some of the history behind the story.

Activity

1. Read the story *The Salmon and The Eel* to the students.
2. While reading the story stop throughout and ask students to count the number of objects on the page. Example: Count the number of furs. Ask students if the number of furs is an even or an odd number. Ask students how they know. Continue to ask students these questions throughout the story to help prepare them for the board game they'll be playing after the story.
3. Have students get a partner. Give each pair of students a game board and a spinner.
4. Explain to students that one person will be a salmon and one person will be the eel.
5. *Before the lesson- the teacher will need to find game pieces for students.*
6. Demonstrate in front of the class under the projector how to play the game.
7. One student will spin the spinner. The student will move forward the number of spaces that the arrow landed on the spinner. Example: The salmon spins a three. The salmon will move three spaces.
8. Once the student moves their character to the box they rolled, they then have to say if the number they landed on is even or odd. If the student gets the answer wrong, they have to go back two spaces.
9. If the student lands on a box that has an equation in it, they must solve the equation and say if the answer is even or odd. If the student gets the answer wrong, they have to go back two spaces.
10. Then the next student spins the spinner. They will move their eel however many spaces the spinner says. If they answer that question in the box correctly then they can stay there. If they get the question wrong, they have to move back two spaces.
11. Whoever reaches the end wins!

Closure

Have students fill out the exit ticket after finishing the game.

Differentiation

1. If students need more scaffolding to help recognize even and odd numbers have students do the following demonstration:
 - a. Ask for ten volunteers.
 - i. Ask all ten volunteers to find a partner.
 - ii. Ask students if the number ten is even or odd.
 - iii. Ask how they know.
 - iv. Students should suggest that since each person found a partner and no one was left out, ten is an even number.
 - b. Now ask for eight volunteers.
 - i. Repeat the steps above.
 - c. Now ask for nine volunteers.
 - i. Ask the students to find a partner.
 - ii. There will be one student who is left without a partner.
 - iii. Students should see this and say nine is an odd number because each person wasn't able to have a partner.

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

- The Salmon & Eel:
 - Text: Available online at the link below or in hard copy by request to the CTGR Curriculum Specialist
 - PDF: <https://drive.google.com/file/d/1MvPkzWtUP7YO2v6E9b3lcR-MUII-S9cY/view?usp=sharing>
 - Hard Copy: <https://forms.gle/86pV5Kbx7takHdLR7>
 - Read Aloud: <https://youtu.be/3n1z8JcrlFY?list=PLA33xEMq9mbqQFEHKsyocT3YRdmzZlneX>
- The Salmon and Eel game board: <https://drive.google.com/file/d/1jhYnbBUhp1IAyxtFVKwL2ML1hsBVCz0S/view?usp=sharing>
- Spinner: https://drive.google.com/file/d/1SIDjG13Qxbr_ZfLw55yNcK8gjkut38mW/view?usp=sharing
- Exit Ticket: https://drive.google.com/file/d/1yqz2wu_buWzpZidWeuOe6Fu6mOikRrZD/view?usp=sharing