



Grade Level: 2
Subject: Science

Lamprey Habitat

ESSENTIAL UNDERSTANDINGS

- Time Immemorial
- History
- Lifeways
- Language

LEARNING OUTCOMES

- Students will be able to identify the main idea of the story.
- Students will be able to illustrate a healthy habitat of a lamprey.

CULTURALLY RESPONSIVE PRACTICES

- Proximity
- Higher level thinking: creating
- Movement inside and/or outside of the classroom
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Use the students model habitat as a way to assess student understanding.

Overview

In this lesson, students will investigate what makes a healthy habitat for pacific lamprey and develop a model habitat to display their knowledge and understanding of the topic.

MATERIALS

- Let's Go Eeling [text](#) or [read aloud](#)
- Paint
- Cardboard
- Cardstock
- Paint brushes
- Rocks
- Pebbles
- Sand
- Dirt
- ¾"x6" pipe insulation
- Buttons
- Glue

LOGISTICS

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

Whole Class Teams: 3-5

Pairs Individually

TIME REQUIRED

2, 45-60 minute periods over two days

STANDARDS

Next Generation Science Standards

Interdependent Relationships in Ecosystems

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

Oregon Common Core State Standards: ELA-Literacy

2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations.)

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.SL.1.B Build on others' talk in conversations by linking their comments to the remarks of others.

Oregon Social Science Academic Content Standards

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

**** This lesson should be taught following 2.SCI.Who Am I? Lamprey Investigation.**

In chinuk wawa, Grand Ronde's native language, lamprey are called skakwal [skahk-well]. Pacific lamprey or eel have been an important species to 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. Today, eeling is still practiced by the Grand Ronde tribe. Willamette Falls was, and still is, a significant place for tribal people to harvest lamprey, as there was an abundant supply. It is believed that Coyote made Willamette Falls specifically to benefit tribal people.

VOCABULARY

- **Pacific Lamprey-** also known as eel. Lamprey are an anadromous parasitic lamprey from the Pacific coast or North America and Asia.
- **Eeling-** tribal members would go to rivers, mostly waterfalls, to capture pacific lamprey or eel.
- **Habitat-** A habitat is a place in nature. Plants and animals live in habitats.

Activity

1. Begin by showing students the cover of the story Let's Go Eeling. Ask students what they think the story is about.
2. Begin reading the story. As you read the story, ask questions such as:
 - a. What time of year do you think this story takes place based on the first picture?
 - b. Where do you think this story takes place based on the second picture?
 - c. On the second picture ask students what type of habitat it looks like. Teachers may need to explain to students what the word habitat means. Explain to students that there are different types of habitats; forest, water, desert, rainforest and wetland.
 - d. Throughout the rest of the story, ask students if they can identify the type of habitat the picture is showing. The students should name two main habitats, forest and water.
3. Once the story is over, ask the students what kind of habitat the lamprey live in. The students should answer with the water habitat.
4. Teachers may choose to keep going with this lesson or stop and continue the following day.
5. For the activity, students will first practice identifying animals that live in water habitats using the activity sheet.
6. Have students then refocus on water habitats with lamprey. The teacher can show students videos on YouTube of lamprey swimming in their habitat. A video link is included below:
 - a. Taking the Initiative to Conserve Pacific Lamprey - <https://youtu.be/dkwfDVAoSXk>
 - b. The Pacific lamprey: your ancient neighbor - <https://youtu.be/ptTqf81SFNY>
7. Have students list off what types of things they see in the lamprey habitat. Some examples might be different types and sizes of rocks, sand at the bottom of the water, water itself, dirt floating in the water.
8. Explain to students that they will be creating a habitat for lamprey and making a lamprey for the habitat.
9. Suggested idea for students making habitats:
 - a. Give each student a large piece of cardstock or cardboard, approximately 17.5 inches long.
 - b. Allow students to paint their cardstock or cardboard to imitate water
 - c. Allow for students to collect pebbles or rocks from outside to glue to their water habitat or have students paint rocks.
 - d. Then pass out pipe insulation to each student so they can make their eel.
10. To make the eel have students cut out two fins out of black cardstock or construction paper. Glue that in the slit opening towards the back of the eel. Then glue on two buttons at the front for its eyes. Lastly have students cut out teeth that will be place in the tube at the front. An example is included below.



Differentiation

- Students can work in small groups to create their lamprey habitat examples.

Extension

- This lesson can be combined with the following lessons to create a Lamprey Unit.
 - 2.ELA.Let's Go Eeling
 - 2.SCI.Who Am I? Lamprey Investigation
 - 2.SCI.Luna the Eel
 - 2.MTH.Salmon & Eel
 - 2.SS.Let's Go Eeling
- Teachers can assist students in researching the life cycle of Pacific Lamprey and how it relates to the concept of Seasonal Rounds. (see Seasonal Rounds document)

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

- Let's Go Eeling: Available online at the link below or in hard copy by request to the CTGR Curriculum Specialist
 - PDF: <https://drive.google.com/file/d/1lSbSkGL8pKZM1ppT45Mhr9tvTChcdheE/view?usp=sharing>
 - Hard Copy: <https://forms.gle/Nsj41Eh7RRrM3zGNA>
 - Read Aloud: <https://drive.google.com/file/d/1lSbSkGL8pKZM1ppT45Mhr9tvTChcdheE/view?usp=sharing>