

'Ewa 'Āina Education Initiative

Unit Plan: Native/Non-Native Plants & Animals of Hawai'i (Link to Unit Plan: <https://cutt.ly/iH7kzrS>)

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'Ewa 'Āina Site: Hoakalei Cultural Foundation

Detailed Lesson-Project Plan #1

Lesson Title: Introduction to Native & Non-Native Plants & Animals

Essential Unit Questions Addressed

- Why are native plants so special to Hawai'i?

Educational Standards

Hawai'i Core Standards for Social Studies

Grade: 4th Grade

Subject: Social Studies

Theme 3: Early Hawaiians and the Land

Anchor Standard 15: Human Populations: Spatial Patterns and Movements (Geography)

Content Standard: SS.4.3.15.2- Differentiate between native and non-native plants and animals used by early Hawaiians

HĀ framework and/or Hawaiian Culture integrated into this lesson

Strengthened Sense of Excellence:

- Explore many areas of interests and initiate new ideas
- Assess and make improvements to produce quality work

Materials needed

Videos, Media, Lesson Presentations/Resources

- "Strangers in Paradise" video by National Geographic:
<https://www.fossweb.com/video?videoID=G4351195>
- [Google Slides Presentation & Google Form Comprehension Questions](#) (Link: <https://cutt.ly/bH7gJVO>)
- "[Hawaii the Pacific State](#)" textbook by Ann Rayson, Helen Bauer (if available)
- "[The Hawaiians of Old](#)" textbook by Betty Dunford, Lilinoe Andrews, Miki'ala Ayau (if available)

Pedagogy (methods) Used to introduce, teach and close/review lesson

Lesson Introduction

1. Kilo (Seeing) Activity
 - a. Take students outside to a quiet space. Without speaking, just using the senses of sight and hearing, students will observe plants and animals in their environment. Have students do this quietly for 5-10 minutes, then have the class come back together and discuss some of the things they observed. Here are a few questions you can ask them:
 - i. Did you see any plants or animals? Do you know if they were native or non-native?
 - ii. Was there wind blowing? If so, did you notice where the wind was coming from?
 - iii. Were there any clouds in the sky? What did they look like?

2. Show the National Geographic video - “Strangers in Paradise” to spark interest in students.
 - a. <https://www.fossweb.com/video?videoID=G4351195>

Instructional Sequence

Teacher Does	Students Do
The teacher goes through Native & Non-Native Plants & Animals Introduction Slides (Link: https://cutt.ly/bH7gJVO) & discusses Information	Students actively listen and participate in discussions. After each topic has been reviewed, students complete the Google form questions about the information on the slides.

Using Google Earth, look up Hoakalei Cultural Foundation (you can look up One’ula Beach Park; Papipi Road, Ewa Beach, and zoom out). Use the “satellite” tool to look around the site and see what environmental features the students can identify (wetland, coastline, and dryland forest). Then, ask the students what plants and animals they think they will see when they visit the site.

Closure

1. Comprehension questions will serve as formative assessments after each of the slide presentations.
2. Ask students to relate the activities of this lesson to 2 aspects of the HĀ framework (Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Sense of Hawai`i) and explain the connection...students to respond to this prompt via discussions with a chosen peer partner while the teacher circulates and listens to discussions.

Accommodations for at least 3 types of diverse learners

- Access to printed slides and access to voice-print software with spelling and grammar assistance for students who need help with formal written documents
- Teacher to provide frequent checks for understanding and additional coaching as needed.
- Modified Comprehension Check Questions: <https://cutt.ly/IH7IZnJ>

Suggested Formative Assessment Method/s For This Lesson

Google Forms or printed hardcopy comprehension questions (found within the slides) will serve as a formative assessment for each section.

Explain How This Lesson Relates To the Unit Summative Assessment

These five mini-lessons will give students a wealth of background knowledge that they need to know about both native and non-native plants and animals. This vital information will set students up for the remaining lessons within this unit