

# 'Ewa 'Āina Education Initiative

Unit Plan: 'O Wai 'O Wai'au? - <https://cutt.ly/GKAiz7g>

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'Ewa 'Āina Site: Loko I`a Pā`ai'au

## Detailed Lesson #2

**Lesson Title:** Ke Ki'owai 'O Honokawailani

**Essential Unit Questions:** Wahi a ke kūpuna....(According to kūpuna...)

## Educational Standards

- NGSS.1-PS4-1. Plan and conduct investigations to provide evidence that materials can make sound and that sound can make materials vibrate.
- CCSS.RL.1.3 - Describe characters, settings, and major events in a story using key details.
- CCSS.RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

## HĀ framework and/or Hawaiian Culture integrated into this lesson

This lesson encourages a strengthened sense of Hawai'i as well as a strengthened sense of Aloha. The sense of Hawai'i comes from the fact that the story shared with the students in this lesson is a story from the wā kāhiko (the old times) that has been passed down traditionally (orally) to a kūpuna who then shared it through writing. It is a story that was re-written by Hawaiian Immersion students in a language that would be more easily understood by smaller children, and given beautiful illustrations to aid in the story telling. Hearing authentic stories that have come from generations of kūpuna is one of the most valuable things a keiki can experience in Hawai'i in efforts to build a better and stronger relationship with Hawai'i.

This lesson deepens their sense of Aloha because the story touches on multiple facets of Aloha which include, the aloha the parents have for their missing child, the aloha the mermaid has for her kāne, and the aloha the mother has for her keiki to let her go. This is a beautiful story to talk about aloha in deeper ways with keiki.

## Materials needed

### Videos, Media, Lesson Presentations/Resources - Digital Media and Resources

- Ke Ki'owai 'o Honokawailani
- Link to purchase book from Kamehameha Publishing  
<https://kamehamehapublishing.org/honokawailani> or  
<https://www.nativebookshawaii.org/products/ke-kiowai-o-honokawailani-honokawailani-pon-d-bilingual>
- Video of book told by students of Ke Kula Kaiapuni`o Wai'au (in English)  
[https://www.youtube.com/watch?v=2nWyA4U6\\_dl](https://www.youtube.com/watch?v=2nWyA4U6_dl)

- Video of book told by students of Ke Kula Kaiapuni`o Waiiau (in `Ōlelo Hawai`i) <https://www.youtube.com/watch?v=yYaSIWNw48c>
- Watch this lily pad video : [https://youtu.be/VM9kFH7\\_kv8](https://youtu.be/VM9kFH7_kv8)

**Associated media to introduce or guide students if referenced.**

- Wehewehe.org : <https://wehewehe.org/>
- Wehewehe Wikiwiki : <https://hilo.hawaii.edu/wehe/>

**Student Assessments and Worksheets**

- Science Worksheet - <https://cutt.ly/0KP0fCq>

**Supplies**

- Construction paper (white, green, purple, pink)
- Chart Paper to notate parts of the book discussion
- Glue
- Scissors
- Toothpicks
- Tuning fork
- Large bowl of water
- Small plastic plates (to float in water)

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

**\*\*IMPORTANT** to note: This lesson requires quite a bit of prep ahead of time. Be sure to watch the lily pad craft video and prep all necessary construction paper and pieces well ahead of time.

**Lesson Introduction**

Read the book “Ke Ki’owai ‘O Honokawailani” to the class.

**Instructional Sequence**

Teacher Does	Students Do
Reread the book to the students, stopping throughout to talk about setting, characters, the problem, and the ending of the book.	Turn and talk discussions with partners about each aspect of the book or chart as a class (setting, characters, problem and ending of the story)
Point out the līlialanawai (water lilies) in the book. What do we notice about its shape? Colors? What is interesting about it?	Students discuss with partners or as a whole class the things they notice about the water lilies. <b>**Make sure students notice that the lilies are moving to make a path for the Main Character.</b>
Prep beforehand and pass out supplies for water lily craft (Teacher to watch instructional video on own	Students follow along with the teacher making each part of the craft.

<p>before teaching to class so that the class is able to move at a pace more conducive for small children to cut and glue.)</p>	
<p>Teacher will bring out a large bowl filled with water. Reference the part in the story of Honokawailani where the lily part as a path for the daughter. How did they move?!</p>	<p>Students brainstorm ways the lilies moved in the story. (They can talk it out, draw it, act it out!)</p>
<p>Ring tuning fork, put it in the water, what happens?</p>	<p>Students draw down observations on the Science Worksheet of the tuning fork in the water. Write down questions or thoughts...how is this happening? What do they think?</p>
<p>Teacher places one of the craft lilies on a plastic plate and floats it in the water. What do we think will happen when we put the tuning fork in?</p>	<p>Students predict (notate on science worksheet)</p>
<p>Lead class discussion on the fact that the tuning fork is making a sound and that is what is making the vibrations (sound as waves)</p>	<p>Class discussion on sound waves.</p>
<p>As a class, what other sound waves can we make? Decide on which sounds to try and notate observations on worksheet</p>	<p>Possible responses:          -music (sing the song they learned, 'O Waiiau, near bowl to make sound waves - or place a speaker playing the song against the bowl *This is the best option during COVID precaution teaching).          -oli (play an oli on the speaker and do the same as for the mele)          Students decide what sounds to try and draw/write observations on the worksheet.</p>
<p><b>Closure</b> (Review, formative/summative assessment)</p>	
<p>How do we think she moved the lilies in the water without touching them? Students can draw and write about a possible theory or her speaking, signing, or doing an oli, which may have moved the lilies. *There is no true correct answer for this as we do not know, however, the goal is to have the keiki link sound waves to the lilies moving in the water for purposes of connecting to the science standard.</p>	
<p><b>Accommodations for at least 3 types of diverse learners</b></p>	
<p>Far-to-go Students: Draw pictures for each portion of the story overview on the class chart, teacher or other students can label, write, or add details to the initial drawing, but try to include Far-to-go students by having them draw.</p>	

Advanced Students: Add details to their drawing and descriptions, retell the story using their own pictures to a friend or as a recorded video.

Distance Learning Modification: Run the science experiment on a Google Meets/Zoom call. Encourage the kids to test out each sound vibration at home using a large mixing bowl and a plastic cup.

### **Formative Assessment Method/s For This Lesson**

-Completed Lilypad Craft

\*Teacher discretion for grading on the craft result.

-Completed Science Worksheet

- ★ ME: Worksheet completed to the fullest and added explanations or observations added throughout (above and beyond)
  - Notes on the side explaining their theories for each observation (why is this happening?)
  - Added writing/drawing on the back of the worksheet to further inquiry or understanding of the concept and/or story
- ★ MP: Worksheet completed to the fullest extent
  - Writings, drawings, and verbal explanations clearly show students' observations and predictions
- ★ DP: All portions of the worksheet are filled out
  - Some misunderstanding evident
    - Drawing insignificant observations of the science experiment (drawing the lily while not in the bowl, drawing before actually doing the task)
  - Difficulty communicating a prediction or observation
    - Writing, drawing, and or verbal explanation difficult to understand
- ★ WB: Incomplete science worksheet
  - Observations missing
  - No drawings or writing to show thinking
  - Completely off topic responses that cannot be connected to assignment

### **Explain How This Lesson Relates To the Unit Summative Assessment**

This particular lesson relates to the Unit Summative Assessment in that it shares a story from the wā kahiko with the students. The students will then re-tell this story, or read the story itself to the parents during the Community showcase. This story sharing will not only deepen the relationship between the students and the kūpuna of this ahupua'a, it will allow the students to share that pilina (relationship) with the community so that they, also, can have a strengthened sense of Hawai'i, even as adult members of the community. This story could allow the students to further convince the community members to take care of this 'āina so that stories are not lost through destruction of land.