

'Ewa 'Āina Education Initiative

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

Created by: Kelli Kaanaana

'Ewa 'Āina Site: Hoakalei Cultural Foundation

Detailed Lesson-Project Plan #3

Lesson Title: Native Plant Research

Essential Unit Questions Addressed

- What makes a plant 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

Common Core

Grade: 4th Grade

Subject: English Language Arts - Writing

W.4.2: Write informative text to examine a topic and convey ideas and information clearly.

- W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.2e Provide a concluding statement or section related to the information or explanation presented.

Common Core

Grade: 4th Grade

Subject: English Language Arts - Speaking & Listening

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

HĀ framework and/or Hawaiian Culture integrated into this lesson

Strengthened Sense of Belonging:

- Know about the place I live and go to school
- Communicate with clarity and confidence
- Actively participate in school and communities

Strengthened Sense of Responsibility:

- See self and others as active participants in the learning process
- Ask for help and feedback when appropriate
- Set goals and complete tasks fully

Strengthened Sense of Aloha:

- Make others feel comfortable and welcome
- Communicate effectively to diverse audiences

Strengthened Sense of Hawai'i:

- Use Hawaiian words appropriate to their task

Materials needed

Student Assessments and Worksheets

- [Native Plant Research](https://cutt.ly/LH7h3U6) (Link: <https://cutt.ly/LH7h3U6>)
- Native Hawaiian Plant Website: <http://nativeplants.hawaii.edu/> - Native Plants Hawai'i website is a comprehensive and searchable knowledge base that seeks to promote the understanding and use of native Hawaiian plants
- [Rubric](https://cutt.ly/WH7vaDs) (Link: <https://cutt.ly/WH7vaDs>)

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

Lesson Introduction

Lesson 1 & 2 are both used to gather knowledge leading up to this culminating writing assignment.

Instructional Sequence

Teacher Does	Students Do
Assign Native Plant Research (Link: https://cutt.ly/LH7h3U6) to students. (In this unit plan, students are able to choose their own plant to research, however, you could consider assigning a specific plant to prevent repeat projects)	Students will listen to teacher directions, asking questions as needed, as each slide and expectations are explained.
The teacher will monitor student work and provide feedback for improvement as students work.	Students will input the information they gathered while on the huaka'i about their plant of choice.
The teacher will assist students in navigating websites for research. The teacher will conduct frequent checks of student work, looking for spelling errors, content errors, and plagiarism of information.	Students will research: <ul style="list-style-type: none"> <input type="checkbox"/> What does it look like [Appearance]? <input type="checkbox"/> What was the plant used for by the early Hawaiians? <input type="checkbox"/> Is this plant a Native or Non-Native plant to Hawai'i? How do you know if it's native or non-native? <input type="checkbox"/> Any other interesting facts about your plant. <input type="checkbox"/> Add pictures of your plant. *Students can use the following website to help them conduct their research:

<http://nativeplants.hawaii.edu/>

The teacher will coordinate conferences to review work with the student. The teacher will also provide opportunities for peer conferencing/editing.

Students will conference with the teacher for edits. Students will also self and peer-edit.

Closure

Students will share their Native Plant Research with the class. They will display their slides and share them with the class. The teacher can coordinate the sharing as seems fit for the class. (Optional- These projects could also be shared with other people at school or in the community as well to spread awareness of the importance of Native Animals/Plants.)

Accommodations for at least 3 types of diverse learners

- [Modified Native/Non-Native Plant Research](https://drive.google.com/file/d/1qyHVCau33ckh9J61RhotvDCy1ocpvGo5/view?usp=sharing) (Link: <https://drive.google.com/file/d/1qyHVCau33ckh9J61RhotvDCy1ocpvGo5/view?usp=sharing>), this includes a video to help students answer questions on the slide: <https://www.youtube.com/watch?v=M-lk6xqtolM> as well as drag and drop features for 2 preselected plants.)
- Hardcopy of Native Plant Research templates can be provided if students rather work on a paper copy.
- Teacher to provide frequent checks for understanding and additional coaching as needed.

Suggested Formative Assessment Method/s For This Lesson

Slide 2 of the Native Plant Research will serve as the assessment for this lesson. A writing grade may be assigned for W.4.2- Write informative text to examine a topic and convey ideas and information clearly. [Native Plant Research Rubric](https://cutt.ly/WH7vaDs) (Link: <https://cutt.ly/WH7vaDs>)

Explain How This Lesson Relates To the Unit Summative Assessment

This lesson will wrap up the unit on native and non-native plants. A follow-up lesson on [Native or Non-Native Animal Research](https://cutt.ly/MH7jrOe) (Link: <https://cutt.ly/MH7jrOe>) can be done if the teacher would like to do another informative/summative, unit ending) writing with students.