

## My Kalo Has Lau, Big and Green - Day 1 & 2

<b>Grade Level:</b> 3rd-5th	<b>Subject:</b> Art & Hawaiian Studies
<p><b><u>HĀ Values Component:</u> Nā Hopena Ao of Hawaii DOE</b></p> <p><b>6. Strengthened Sense of <i>Hawai'i</i>:</b></p> <p><i>I am enriched by the uniqueness of this prized place. A sense of Hawai'i is demonstrated through an appreciation for its rich history, diversity and indigenous language and culture. I am able to navigate effectively across cultures and communities and be a steward of the homeland.</i></p> <ul style="list-style-type: none"> <li>• Pronounce and understand Hawaiian everyday conversational words</li> <li>• Use Hawaiian words appropriate to their task</li> <li>• Learn the names, stories, special characteristics and the importance of places in Hawai'i</li> <li>• Learn and apply Hawaiian traditional world view and knowledge in contemporary settings</li> <li>• Share the histories, stories, cultures and languages of Hawai'i</li> <li>• Compare and contrast different points of views, cultures and their contributions</li> <li>• Treat Hawai'i with pride and respect</li> <li>• Call Hawai'i home</li> </ul>	
<p><b>National Visual Arts Standards:</b>  <a href="https://bit.ly/2Y3gV9F">bit.ly/2Y3gV9F</a></p> <p><b>3rd- VA:Cr2.3.3a</b></p> <p>Individually or <b>collaboratively</b> construct representations, diagrams, or maps of places that are part of everyday life.</p>	<p><b>Hawaiian Cultural Component:</b></p> <ul style="list-style-type: none"> <li>- 'Ōlelo Hawai'i</li> <li>- Wā Mo'olelo (Story time)</li> <li>- Plant identification</li> </ul>
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Model Magic</li> <li>- Paint brushes</li> <li>- Water cups</li> <li>- Paper towels</li> <li>- Book: My Kalo Has Lau, Big and Green By Pua Aquino</li> </ul>	<p><b>Art concept:</b></p> <ul style="list-style-type: none"> <li>- Color Mixing</li> <li>- Hand coordination</li> <li>- Molding</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- Book: My Kalo Has Lau, Big and Green</li> </ul> <div data-bbox="667 1682 980 1986" data-label="Image"> </div>	

**Kumu Prep:**

- Optional: Bring in examples of Papa & Pōhaku ku'i'ai (board and stone), Poi or kalo for sample tasting, opihi shells, kalo plant so students can look at example of what to sculpt or learn more about kalo and how it taste.

**Procedure of Lesson:**

Day 1

**Introduction****10 minutes - Mo'olelo Time**

1. Kumu greets students
2. Story Time! Kumu reads My Kalo Has Lau, Big and Green

**10 minutes - Demo**

3. Show students how to sculpt and create objects using Model Magic

**30 minutes Student work time**

4. Project: Students create an object/objects from the story using clay (model magic) Each student can have 2 packs of clay.
5. Some examples include: kalo leaf, pōhaku ku'i'ai, opihi shell, hands, etc.
6. Make sure if the student is sculpting thick, make it hollow so the form can dry in time to paint for part 2 of this lesson

**10 minutes Clean Up & Reflection (below)**

7. Students clean up, put away their markers, boxes, etc.

Day 2

**5-10 minutes**

1. Review 'Ōlelo Hawai'i words from the book with the students, perhaps making it into a game (Hawaiian Word Glossary on Page 3 of book)  
  
(lau, hā, huki, huli, kalo, ku'i i ke kalo, lau kapalili, laulima, lepo, etc.)

**5-10 minutes - Demonstrate**

2. Show how to paint their clay objects. If using tempera paint, apply thin layers, so it can

dry, and re-apply another coat of color to make it more vibrant.

**30 minutes - Student work time**

**10 minutes**

3. Clean Up & Whole group share out on reflection question below

**Assessment:**

Gallery Walk to look at the different ideas keiki came up with

**Leadership, Personal Reflection:**

What is one word in 'Ōlelo Hawai'i that resonates with you from the story?

**Images/Examples:**

