

Teacher's Guide



Genre: Juvenile Fiction / Poetry

Interest Level:
Ages 5-8
Grades K-3

Guided Reading: U
Lexile Measure: AD940L

Themes:
Asian/Pacific Islander
Multicultural
Myths & Legends

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Aloha Everything

By KAYLIN MELIA GEORGE, Illustrated by MAE WAITE
Published by Red Comet Press, 2024

Aloha Everything is a book filled with values relating to culture and reigniting the importance of hula and aloha in Hawaiian culture. Key points in this Teacher's Guide will include small activities relating to Social Studies, Language Arts, and Art. This guide will also include an in-depth book discussion guide of our main character's journey and activities to help develop a classroom environment that encourages students to find their own values and the importance of culture.

PRE-READING

Before introducing and reading to your classroom, become familiar with the text. *Aloha Everything* is a multi-lingual book which uses a language that is not familiar to most students. It is heavily recommended to read through the pronunciation guide and review the glossary. One of the values this book shares is the importance of learning about culture, so it is important to model correct pronunciation to your students.

A great resource to ensure correct pronunciation is utilizing the audio book! Though, it is also highly recommended to learn the words yourself.

Begin by showing the cover of *Aloha Everything* to your students. "There are a lot of details in this cover. Take a few moments to make three observations, and be ready to discuss." Have the students work in pairs. After they discuss their observations with their partner, ask the following questions:

- "What did you notice?"
- "What is the girl doing?"
- "Why do you think there are so many animals around her?"
- "What do you notice about the SETTING of our book?"

Draw attention to the title, "Aloha Everything". Access their prior knowledge by asking your students, "Does anyone know what the word 'aloha' means?" Some may mention they may have taken a vacation to Hawai'i and heard people say it, or heard it in a movie. Tell students that you are going to ask what "aloha" means after you read the book.

READING GUIDE

Conversation and discussion starters as you read to your students.

CREATING PREDICTIONS—Have students write down (or discuss) their predictions of what this story will be about.

Pages beginning: “In the hush of the night . . .”

- Ask your students to use context clues to determine the meaning of the following words: koa, lehua, mo’o, and kapa. Once your students have responded with their conclusions, ask them how they came to their conclusions. After discussing, use the glossary to find the meaning, demonstrating how to use Text Features.
- Ask your students to use context clues to determine what type of book this will be. (Nonfiction, fiction, biography, autobiography)

Pages beginning: “And with time, how she grew . . .”

- Determine the meaning of the following words: honu, he’e, and kukui. Use the glossary.
- What character traits can you determine our main character has?

Pages beginning: “While the mele rang proud, . . .”

- Determine the meaning of the following words: mele, pahu, and hula. Use the glossary.
- Ask students what is ‘hula’? Some may demonstrate using actions or suggest it is a dance Hawaiians use. Re-read and break apart stanza two and three.

THINKING CRITICALLY—PREDICTIONS: If hula dances relate to lore, tales, and tradition, how could our main character learn and grow from learning hula?

Pages beginning: “First she learned that land formed . . .”

- Determine the meaning of the following words: mauka and makai. Use the glossary.
- Ask students to summarize this section. What is our main character learning? Why do they think that learning about land, nature, and animals became so important to the main character’s culture

Pages beginning: “To the wings of a hawk . . .”

- Determine the meaning of the following words: ‘io and ‘āina. Use the glossary.
- Ask your students what lesson do they think that the main character has learned, and why? Have students observe the illustration. Is this a fantastical book? Ask them to support their answer with evidence from this illustration.

Wordless pages with ocean scene:

- Hide-and-Seek page! Take a moment to show the art. Do your students notice anything hidden in the illustrations?

Pages beginning: “Then she learned of the treks . . .”

After reading this page, remind students that this story takes place before the invention of modern technology—like computers! Talk in partners: Ask your students to answer the following question: Based on what we just read, how did the Polynesian people navigate when traveling to places they had never been to before?

THINKING CRITICALLY—Why would Polynesians want to travel to find new lands?

Pages beginning: “All the aunties crowd round . . .”

- Determine the meaning of the following words: “talk story”, lei, tūtū, and ‘ohana. Use the glossary.

RELATING—Ask your students: Have you heard stories from your family members about the past? How could it benefit our main character to listen to these stories, and how does it relate to her culture?

Pages beginning: “Last she learned of lore . . .”

- Determine the meaning of the following word: kalo. Use the glossary.
- Ask students the following questions: Why do you think the Hawaiian people shared stories with one another? Why do people pass down stories from one generation to the next

Pages beginning: “When the girl’s dance was pau, . . .”

- Determine the meaning of the following word: pau, maile, Laka, and ka’ao. Use the glossary.
- Re-read what Laka says to our main character. Have students turn to their partners and ask the following questions: What did Laka ask the main character to do? Why is sharing stories with others so important?

Pages beginning: “From courageous young girl . . .”

- Determine the meaning of the following word: wahine. Use the glossary.
- Ask students why they think our main character developed that great love for the land, the people, and the lore? Why was her home so important to her that she had dedicated her life to sharing it through hula?

Wrap up the book by asking your students again what aloha means, and why do they think aloha means that from the book? After your conversation finishes, read the definition of ‘aloha’ in the glossary.

CLASSROOM CULTURE

Creating a class culture is essential to every classroom. This activity could be beneficial at the beginning of the school year or a refresher mid-year when students may need to remind themselves what is important to them, and to always show aloha to others.

- Discuss what IS culture? Some students may suggest it is a way you live, try to guide the conversation to the definition of culture: learned and/or shared beliefs by a group of people. In this case, the groups of people we are focusing on are heritage and family.

“In Aloha Everything, what were the values our main character held close to her heart and grew with? She valued her culture’s stories, the lore, to care for nature, and found value in sharing those stories through hula. She showed ‘aloha’ to everything she valued. What do you value and how do you show that Aloha?”

- Give students a piece of blank paper and create a trifold by folding it into three sections. Have students write what they value at the top of the paper, and below write a sentence on how

they show aloha towards it. Students may use any extra space to illustrate how they share that aloha.

Example: Family, I show aloha by helping my family whenever I can. Classmates, I show aloha by being kind and a team-player. Outside, picking up trash and making sure I leave an area better than when I arrived.

- Have students share with one another their values. Call on students at random and ask what their partner's values and way of showing aloha are.

OPTIONAL

On the back of their trifold, have students write down what THEIR CULTURES VALUE. In *Aloha Everything*, our main character values her heritage, the knowledge of Hawaiian culture from stories passed down by generation, love of nature, and holding a great pride in her heritage. Ask your students to specify one thing their culture values.

After this activity, have your students brainstorm what classroom culture they should create. What values should they have in your classroom, and how can they execute it by showing aloha?

SOCIAL STUDIES

- Have students research the history behind hula and be able to define why hula was important to Hawaiians.

A valuable resource to use as research is the Merrie Monarch official website: <https://www.merriemonarch.com/> and from the Ka'imi Na'auao Institute: <https://kaimi.org/education/history-of-hula/>. Also consider visiting the Hula Preservation Society website: <https://hulapreservation.org/>. And the Hawaiian dictionary can be accessed at: <https://wehewehe.org/>

- Have students create a presentation (slideshow, poster, flip book, etc) telling the history of hula. What was its purpose, and why was it important?

KEY QUESTIONS:

1. In Hawaiian/Polynesian culture, what are the claims to how hula originated (started)?
2. Captain Cook was the first Englishman to discover the Hawaiian islands and its people. How did he depict (describe) Hawaiians upon his arrival?
3. What is mana, and why was the concept of mana valuable to Hawaiians?
4. What is 'Kapu' and its purpose? List the timeline of the use of Kapu.
5. Who banned hula in the 1830s? Why was it banned?
6. What type of 'trends' connected with hula during the 19th and 20th century?
7. Aside from continuing the practice of hula to tell sacred stories and preserve Hawaiian culture, why did they create the Merrie Monarch festival?
8. Research another Hawaiian legend and share a summary with other students.

LANGUAGE ARTS

Aloha Everything is written with purpose with meter and rhyme. Rhyming in children's books helps students gain an acute sense of phonemic awareness to understand sounds and patterns. It also helps young readers to remember what they've read, increasing their knowledge retention, particularly when learning new words. The author of *Aloha Everything* was very deliberate with the selection and the order of every word in the book. To write in poetry, one must consider many variables: syllable counts, word stresses, and overall flow and rhythm.

Poetry analysis for students:

Syllables: Groups of sounds you hear in a word that has a VOWEL (a, e, i, o, u).

Example: Direction; Di-rec-tion.

Stressed: When a syllable is pronounced more strongly than others.

Example: Words that stress the first syllable: PAR-ent, QUI-et. Words that stress the last syllable, like em-BRACE, or vol-un-TEER.

Rhythm: the overall tempo and structure of a poem.

Meter: A structure of a line made up of two or more syllables.

Example: "When the girl's dance was Pau,
she saw something strange."

- Mark out the beats in the line above. How many beats are there? Are they regular in both halves of each sentence? Which words are stressed and why?

Stanza: A division in a poem consisting of two or more lines arranged together as a unit.

- Identify individual stanzas in the poem. How many lines are in each stanza? Is the meter even in each stanza? What are the variations that you can identify? Why are they there?
- What effect do the lines "What did hula teach her?" have to the overall arc of the poem.
- What is the significance of the last line: "What did hula teach you?"? Discuss the author's change to addressing the reader directly and the impact it makes?

(This could be done as group, partner, or individual work.)

ART

- Turn to the I-Spy wordless pages in the book and show them to your students. Have them find the hidden creatures and objects*. Ask, is there any type of technique you can identify that the illustrator used in her art? Have students guess what type of medium is used to create these illustrations. Share with the students that the illustrator used mixed mediums in the illustrations—acrylic, gouache, watercolor, and gold leaf. Ask if they can see where each of these mediums might have been used.

Watch how the illustrator of *Aloha Everything* created one of her art pieces here: <https://www.instagram.com/reel/CqQhIS1NVDv/?igsh=MW0zZHMxdnRoZjgyNw==>

As we have learned, the illustrator of *Aloha Everything* used gouache, acrylic, a tiny bit of watercolor and gold leaf to complete her illustrations, though the medium that can be used for this project could be anything that is available in your classroom.

- Have students create an I-Spy page inspired by one of Mae Waite's illustrations using any environment of their choice. For example, if I chose the Arizona desert, I would draw an I-Spy page that had at least 5 animals native to Arizona: Rattlesnake, Gila Monster, Horned Toad, Javelina, and a Roadrunner. Their hidden animals/objects MUST be in plain sight, not hidden or too small to see.
- Tell students the challenge is to show their I-Spy page to a classmate and make it as fairly challenging for them to find the hidden objects/animals.

*The I-Spy pages and key can be found at redcometpress.com/resources.

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