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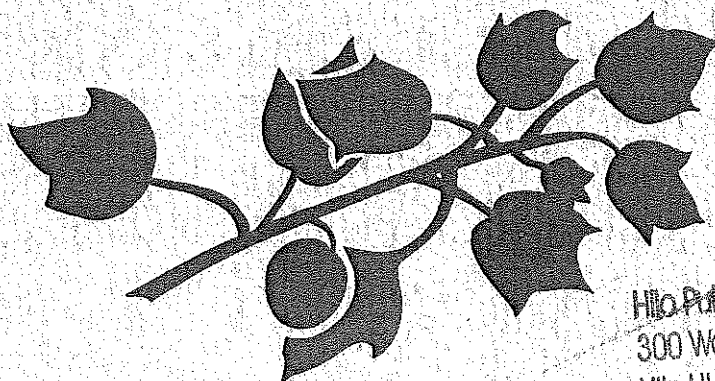
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# Lau Kukui

Level II Hawaiian Language Reader

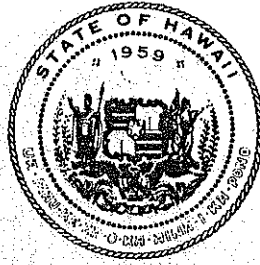
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# Lau Kukui

Level II Hawaiian Language Reader

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## FOREWORD

The kukui tree attracts immediate attention in the forests of Hawai'i because the silver-gray powder on its leaves endows it with the lightest-colored foliage of all Hawaiian trees. Traditionally, the kukui was used for many practical purposes, and, according to a legend, kukui nuts were used as tops by the menehune.

Lau Kukui, a second-year reader in the Hawaiian language, blends the traditional with the contemporary in Hawaiian literature. It is practical because it extends the study of Hawaiian language and culture with carefully written selections and lessons spanning the retelling of legends to the recounting of a football game. It is entertaining because the many facets of Hawaiian life presented between its covers are intended for the enjoyment of its readers as well as for their instruction.

The Department of Education is pleased to continue to address the need for new materials in Hawai'i's beautiful native language, and offers a sincere mahalo nui to all those who participated in the development of Lau Kukui.

  
\_\_\_\_\_  
CHARLES G. CLARK  
Superintendent

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In addition, it is crucial to review the records regularly to identify any discrepancies or errors. This proactive approach helps in maintaining the integrity of the financial data and prevents small mistakes from escalating into larger issues.

Furthermore, the document highlights the need for clear communication between all parties involved. Regular updates and reports should be provided to ensure that everyone is on the same page and aware of the current status of the accounts.

The second part of the document provides a detailed overview of the current financial performance. It includes a summary of the total revenue generated, the expenses incurred, and the resulting profit or loss for the period.

Key metrics such as the gross profit margin and the net profit margin are also presented, along with a comparison to the previous period to show trends and growth.

The final section of the document outlines the recommendations for the future. It suggests areas where costs can be reduced and revenue can be increased, based on the analysis of the current data.

It is recommended to continue with the current practices that have proven successful while also exploring new opportunities for growth. Regular monitoring and adjustment of the financial strategy are essential for long-term success.

In conclusion, the document serves as a comprehensive guide for managing financial records and improving overall financial health. It provides the necessary tools and insights to make informed decisions and achieve the organization's financial goals.



## ACKNOWLEDGMENTS

The Department of Education, Office of Instructional Services, wishes to express sincere thanks and appreciation to Larry Kauanoë Kimura for his many efforts as coordinator of the project which produced Lau Kukui.

Larry Kimura, in turn, extends grateful recognition to the native drillmaster participants of the teacher-drillmaster workshop held from July 24 to August 17, 1978. Their invaluable assistance has added greatly to the reliability of the language used in the readings. The native speaker drillmasters not only served as consultants in the appropriate use of the Hawaiian language but also wrote several of the readings themselves. Mahalo nui to Mrs. Sarah Nākoa, Mrs. Malia Craver, Mrs. Ruth Ah Nee, Mrs. Agnes Wright and Mrs. 'Āina Keawe.

The teachers who participated in the teacher-drillmaster workshop must be commended for writing most of the readings. A lot of time was put into creating the ideas, and a great deal of hard work was employed to render these ideas into reading lessons for the second-year high school Hawaiian language learner. Mahalo nui to Mrs. Marjorie Woodrum, Ms. Lurline Nāone, Mr. Lokomaikā'i Snakenberg, Mr. Byron Cleeland and Mr. Keoni Du Pont.

A special mahalo to both Dr. William Wilson and Mr. Byron Cleeland for proofreading. This was an urgent task in view of the new spelling criteria which have been established and adopted by the 'Ahahui 'Ōlelo Hawai'i.

Congratulations to all participants of this Hawaiian language teacher-drillmaster workshop, the first of its kind, of which this reader, Lau Kukui, has been a direct result. It is hoped that Lau Kukui will provide invaluable assistance in the instruction of the Hawaiian language.



Lau Kukui  
Teacher's Guide



TO THE TEACHER:

HOW TO USE LAU KUKUI

Lau Kukui is divided into two sections. The first section is the teacher's guide. It includes an introduction to teachers and a complete set of lessons for each reading containing (1) content emphases for each lesson, (2) Ho'oma'ama'a, or exercises with keys, and (3) other suggested individual or class activities. Teachers can easily find the reading corresponding to the lesson in the teacher's guide by matching the Roman numeral of the lesson with the Roman numeral of the reading.

The second section of Lau Kukui consists of an introduction to students, the twenty readings which make up the main body of the reader, the grammar sections, and the glossary.

Because Lau Kukui is a looseleaf volume, teachers will find it convenient to pull out pages as they need them to make copies for their students. Teachers will also be able to insert their own creative teaching ideas in appropriate places in the teacher's guide as they use the readings with their classes.



## Introduction to the Teacher's Guide

Lau Kukui is a Hawaiian Language reader written primarily for second-year high school Hawaiian language classes, but it may also be used in college or private classes of equivalent or advanced levels. It should be used as a supplement to classroom lessons in order to reinforce and to broaden the understanding of the language as used in various contexts. The symbolic meaning of the title, Lau Kukui, exemplifies this objective of providing an avenue to grow and expand in language learning.

The Hawaiian word lau means leaf, but it also means a volume of quantity, numerous, or expansive. Kukui is the candle-nut tree which is the official tree of the State of Hawai'i. Kukui can also mean light or torch and denotes guidance and learning. So it is evident that Lau Kukui should not be taken literally as the kukui leaf. Its meaning must be further delved into for clearer understanding in the wide expanse of learning.

You will notice that there is a wide range of topics contained within the twenty readings. This is to reemphasize that Hawaiian should be encouraged in every aspect of our lives and not be limited to Hawaiiana. The most natural and effective way to learn a language is by using it. Therefore, everything that we do is within the scope of Hawaiian language usage.

Native speakers contributed some of the writings and were assisted by Department of Education, University of Hawai'i and private high school Hawaiian language instructors. The other

writings were done by the teachers, and these were checked by the group of native speakers as part of the drill master-teacher workshops held from July 24 to August 17, 1978. This check furnished an invaluable reliability in providing for a standard Hawaiian.

The teacher's guide for Lau Kukui provides a complete set of lessons for each reading. Each set includes the following: Content emphases for each lesson which designate what items are being given special attention; Ho'oma'ama'a, or exercises, and their keys; and other suggested activities. Most readings also have a pilina'ōlelo, or grammar section, where explanations of the content emphases are expanded in order to furnish a better understanding of the grammatical aspects.

The glossary in the back of the book is arranged alphabetically according to the Hawaiian alphabet: A, E, I, O, U, H, K, L, M, N, P, W. In alphabetizing the glossary according to the Hawaiian alphabet, the 'okina (') and kahakō (¯) have been treated in the following manner: If two words are identical except for the use of an 'okina or kahakō, then the word without any markings will come first, followed by the word with the kahakō and then with the 'okina. For example, 'aina comes before 'āina in the glossary, and ala comes before 'ala.

Definitions are footnoted whenever needed to provide English translations for phrases that otherwise might be difficult to understand or locate in the glossary. Of course, some of these phrases may already be familiar to students.



The student's copy of Lau Kukui contains only the readings, the grammar section and the glossary. Each reading is recorded on tape, which provides possibilities for further use in the language lab. Many instructors of Hawaiian are not native speakers of the language, and they will appreciate having the readings read by a native speaker in order to provide reliable pronunciation, expression, intonation and phrasing.

The teacher should not depend on the recordings, however, to instruct the students in acquiring the language reading skills. The tape recording will serve mainly as a model. The teacher must still conduct the readings with the class. Reading in chorus after the instructor is an effective initial approach to a new reading.

Generally, however, the language teacher will recognize how to conduct the class most effectively according to the needs of each class. Only when the reading has been learned confidently should the teacher quiz the class with the exercises provided. The exercises do not measure oral-aural learning. This the teacher must be aware of through his or her own means. The exercises stress the content emphases and content understanding. Instructions for the exercises should be clearly understood by the teacher before they are assigned to the students.

The order of the twenty readings should not hinder the instructor from using any reading as needed. The arrangement of the lessons was based on the sequence of lesson objectives as generally taught presently by high school Hawaiian language

instructors, but the order of the readings bears no relevance to sequential or step-by-step learning.

It should also be noted that the spelling used in these lessons is in accordance with recommendations of the 'Ahahui 'Ōlelo Hawai'i spelling project of 1978.

We hope Lau Kukui will provide an enjoyable way to advance in Hawaiian language learning, and we trust it will be helpful in your efforts to teach the Hawaiian language.

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## I. Ka 'Ohana o Kalāhanohano

### Content Emphases:

1. Presentation of a simple mo'okū'auhau (genealogy).
2. Vocabulary pertaining to the 'ohana.
3. Exercises discriminating between the possessive O versus A.

### Keys:

#### Ho'oma'ama'a I:

- |      |      |
|------|------|
| 1. a | 6. o |
| 2. o | 7. a |
| 3. a | 8. o |
| 4. o | 9. a |
| 5. a |      |

#### Ho'oma'ama'a II:

- |                    |                               |
|--------------------|-------------------------------|
| 1. Kalāhanohano    | 9. 'o . . . o                 |
| 2. 'O . . . kāne   | 10. 'Iwalani . . . o          |
| 3. o               | 11. hoaloa . . . Kalāhanohano |
| 4. Noelani . . . o | 12. kaikunāne                 |
| 5. kupuna wahine   | 13. Maile                     |
| . . . 'Iwalani     | 14. makua kāne                |
| 6. makua kāne      | 15. 'O . . . ka . . . Keali'i |
| 7. keiki kāne      |                               |
| 8. wahine          |                               |

Ka 'Ohana o Kalāhanohano

Ho'oma'ama'a III:

1. 'O Kalāhanohano ke kaikunāne o 'Iwalani.
2. 'O Maile ka wahine a Kekoa.
3. 'O Noelani ka makuahine o 'Iwalani.
4. 'O Keali'i ke keiki kāne a Kekoa.
5. 'O Keali'i ka makua kāne o Kalā.
6. 'O 'Ilima ka hoaaloha o 'Iwalani.
7. 'O Kalā ka mo'opuna kāne a Kekoa.
8. 'O Keali'i ke kāne a Noelani.
9. 'O 'Iwalani ka mo'opuna wahine a Maile.
10. 'O Kekoa ke kupuna kāne o Kalāhanohano.
11. 'O 'Iwalani ke kaikamahine a Keali'i lāua 'o Noelani.
12. 'O Maile ke kupuna wahine o Kalā lāua 'o 'Iwalani.
13. 'O 'Iwalani ke kaikuahine o Kalāhanohano.
14. He kaikuahine ko Kalā.
15. He makuahine ko 'Iwalani.
16. He makua kāne ko Keali'i.
17. He kaikunāne ko 'Iwalani.
18. He kaikamahine kā Noelani.
19. He mo'opuna kāne kā Kekoa.
20. He keiki kāne kā Maile.



Suggested Activities:

1. Have the students prepare their own family genealogy for several generations so that they may ask one another questions about the family in Hawaiian using the models presented in this lesson. (Note: For more than just a simple genealogy, Pedigree Charts are available from the local Mormon church. The teacher might ask one of the students in class to obtain a sample so that students can see how to set up a truly complete mo'okū'auhau.)
2. After the students have practiced orally the patterns relating to the possessive in dealing with family members, they should write a comprehensive paragraph or composition describing their own family situation. Some additional vocabulary will probably have to be added by the teacher to cover specific relationships not mentioned in this lesson.



## II. Hina

### Content Emphases:

1. The use of ma as by, through or via.
2. The use of i as the common noun object marker.

### Keys:

#### Ho'oma'ama'a I:

1. (the) house
2. (this) pig
3. (the) boy
4. (your own) blanket and pillow
5. (the) beans

#### Ho'oma'ama'a II:

1. Mahalo ka po'e i ka mahina i ka pō.
2. (Ua) 'ike kākou i ka mahi'ai i/ma ke kīwī.
3. E ho'okani ana 'o Mat i ka 'ukulele i ka lā 'apōpō.
4. E lawe i ka i'a i kou makuahine.
5. E heluhelu i ka puke a e unuhi i nā māmala'ōlelo.

#### Ho'oma'ama'a III:

- 1.
- 3.
- 5.

## Hina

### Ho'oma'ama'a IV:

1. E hele ana 'oe ma ke ka'a a i 'ole ma ka mokulele?
2. E 'ai i ka i'a ma ko lākou po'o.
3. Heluhelu lāua ma ka hola.
4. Ua hele au ma ka moku i Ni'ihau.
5. Ke helu nei/E helu ana mākou ma ka 'umi.

### Suggested Activities:

1. Bring a Hawaiian calendar to class to go over with the students.
2. Assign your musically inclined students to come up with a tune for the lyrics in the reading.
3. Quiz your class in Hawaiian about the first moon landing. What were the astronauts' names? What year did the landing take place? What was the name of the space craft? etc.

### III. He Lā Pa'ahana

Content Emphasis:

Telling time.

Keys:

Ho'oma'ama'a I:

The hands should be drawn in the clocks to indicate the following times:

1. Six o'clock.
2. Ten minutes before three.
3. Twenty minutes after seven.
4. Fifteen minutes to two.
5. Quarter after four.
6. Eight thirty.

Ho'oma'ama'a II:

The facts in the answers to the personal questions (1 through 4) will vary with each student.

1. Hele au i ke kula i ka hola 'ehiku.
2. 'Ai au i ka 'aina ahiahi i ka hola 'eono.
3. 'Ae, makemake nō au e hele i McDonald's.
4. He mea 'ono ka'u mea 'ai puni.
5. Māluhiluhi 'o Noelani no ka nui o ka hana ma ke kula.
6. He makemakika kā Noelani papa hope loa.
7. 'A'ole 'o ia makemake i ka makemakika no ka mea he pa'akiki paha.

## He Lā Pa'ahana

### Practice

1. Hola 'ehā.
2. Hapahā i hala ka hola 'eono.
3. 'Elima minuke ma mua o ka hola 'ekahi.
4. Hola 'ehiku.
5. Hapalua hola 'eono.
6. He 'umi minuke i hala ka hola 'umikumālua.
7. Hapahā i hala ka hola 'eiwa.

#### IV. Ma Hope o ke Kula

##### Content Emphases:

1. The verb hiki, to be able to/can, using pronoun, common and proper noun subjects.
2. Negative declarative sentences using 'a'ole hiki and negative imperative sentences using mai + verb.
3. Adverbial phrases constructed with me ka.
4. Compound verb-object forms in the exercise sentences.

##### Keys:

###### Ho'oma'ama'a I:

- |  |                                  |
|--|----------------------------------|
| 1. a. Hiki iā Kaponō ke he'e nalu.           | b. Kaponō can surf.              |
| 2. a. Hiki i nā keiki ke hele i kahakai.     | b. The kids can go to the beach. |
| 3. a. Hiki iā Noelani ke kalaiwa i ke ka'a.  | b. Noelani can drive the car.    |
| 4. a. Hiki ia'u ke nānā kiwi?                | b. Can I watch TV?               |
| 5. a. A'ole hiki iā ia ke ho'opau i ka hana. | b. He/she can't finish the work. |

###### Ho'oma'ama'a II:

1. Hiki iā ia ke mele iā "Hawai'i Aloha."
2. Hiki ia'u ke kalaiwa ka'a.
3. Hiki iā 'oe ke hele i ka hale kū'ai?
4. Hiki iā lāua ke ho'onani i ka lumi?
5. Hiki i ke kanaka ke kaha ki'i.
6. Hiki iā ia ke hula maika'i.
7. Hiki i ka haumāna ke ho'oponopono i ka hewa?
8. Hiki i nā keiki kāne ke hoe wa'a?

Ma Hope o ke Kula

9. Hiki iā lākou ke heluhelu i ka mo'olelo ma ka 'ōlelo Hawai'i.
10. Hiki iā kākou/mākou ke pā'ani kinipōpō.
11. Hiki iā lākou ke maopopo.
12. Hiki iā Noelani ke he'e nalu?
13. Hiki i ke keiki li'ili'i ke kākau.
14. Hiki iā 'oukou ke 'ōlelo Hawai'i?
15. Hiki iā Kekoa ke pane i ka nīnau.
16. Hiki iā Kalei ke holo 'āwiwi.

Suggested Activity:

Have students write a brief paragraph about what they do after school.



## V. Ka 'Ahu'ula

### Content Emphases:

1. Reinforcing the learning of na, nāna, no, nona.
2. Vocabulary on the feather cloak.

### Keys:

#### Ho'oma'ama'a I:

1. Na ka po'e kāpili manu i ki'i i nā hulu.
2. No Kamehameha wale nō ka 'ahu'ula me nā hulu melemele.
3. No ka manu 'ō'ō mai ka hulu 'ele'ele.
4. Na ka po'e haku hulu i haku i nā hulu no ka 'ahu'ula.
5. Nāna paha i kauoha a i 'ole paha na kekahi po'e 'ē a'e.
6. Na kekahi po'e e ho'ā'o nei i ka hana 'ahu'ula i kēia mau lā.
7. No ka mea, ua make loa ka nui o nā manu Hawai'i.

#### Ho'oma'ama'a II:

1. No nā ali'i nā 'ahu'ula.
2. Nāna kēlā kakā.
3. Na nā haku hulu/Na ka po'e haku hulu kēia mau hulu mamo.
4. No ka 'i'iwi mai ka hulu 'ula'ula.
5. Na lākou e hopu i nā manu.
6. Na kākou e ho'iho'i i nā hulu.
7. Nona kēia 'ahu'ula.

#### Ho'oma'ama'a III:

Note that these translations may vary. It is accuracy in meaning that you want.

Ka 'Ahu'ula

1. Na ka 'eleu mikimiki nāna e\* ka lawe lilo.  
It's the quick and the alert who takes/gets everything.  
Song title: "'Eleu Mikimiki"
2. Na ke Akua e mālama mai iā 'oe.  
May God take care of you.  
Song title: "Hawai'i Aloha"
3. Nāna nō i 'ulupā (i)+nā pae moku.  
He conquered all the islands (the main group of islands).  
Song title: "Nā Ali'i"
4. No Puna ke 'ala i hali 'ia mai.  
It's from Puna that the fragrance is carried here.  
Song title: "Hi'ilawe"
5. He punahele nō 'oe na ka makua.  
You are a favorite of the parent(s).  
Song title: "He Punahele Nō 'Oe"

Suggested Activities:

1. For exercise 3, it would be ideal if students could do this in the lab with a time limit. If not, the teacher could conduct this lab atmosphere in the classroom. To add to the lesson, the teacher can ask to see how many can recognize the song title from which the lyrical lines are taken. For fun, perhaps the class can be divided into two teams to see which side gets the most points.

---

\* e is a marking device used in songs mainly preceding a topic or noun.

+ i object marker has the option of being left out in a na structure as has occurred in this song lyric.

Ka 'Ahu'ula

2. Drill the students on items available in the classroom or in the vicinity and ask whose it is ("Na wai?" or "No wai kēlā/kēnā/kēia?") while pointing at the item and/or saying its name.
3. Test the students on their understanding of the A and O class general rule by asking why na or no is used preceding the thing receiving the assignment. (See Pilina'ōlelo.)



## VI. He Kama'ilio ma ke Kahua Mokulele

### Content Emphases:

1. When--past and future: ināhea, āhea.
2. New vocabulary.

### Keys:

#### Ho'oma'ama'a I:

1. Āhea 'oe e hele ai i ke kula?
2. Ināhea i ha'alele ai ke kupuna kāne a me kāna mo'opuna i ka hale kū'ai?
3. Ināhea i hō'ea ai kou hoaaloha?
4. Āhea e pae ai ka mokulele ma ke kahua mokulele?
5. Āhea 'o ia e kū'ai ai i ka 'aka'akai poepoe?

#### Ho'oma'ama'a II:

1. Āhea 'oe e lawe mai ai i ka ukana?
2. Ināhea i 'ai ai ke keiki i nā mea 'ai 'ono?
3. Ināhea lāua i hopu ai i ka i'a?
4. Āhea e ha'alele ai ka mokulele?
5. Ināhea i hō'ea ai nā pua?



## VII. Furō

### Content Emphasis:

The use and construction of the passive voice in Hawaiian.

### Keys:

#### Ho'oma'ama'a I:

1. E 'ai 'ia ana ka mea'ai e lākou.
2. Ua 'ōlelo 'ia ka 'ōlelo Kepanī e ka po'e.
3. Kū'ai 'ia kekahi mau penikala e ia.
4. Lawe 'ia mai nā puke e lāua.
5. E holoi 'ia ana ka pēpē e a'u.

#### Ho'oma'ama'a II:

1. 'a'ole
2. 'a'ole
3. 'ae
4. 'ae
5. 'a'ole

#### Ho'oma'ama'a III:

1. iā ia
2. po'e
3. lumi
4. ma kēia
5. i kēia 'ano

Suggested Activities:

1. Play the game: Each student writes a sentence in the active voice in Hawaiian on a small piece of paper. The papers are placed in a box, and the class divides into two teams. The first player draws a slip, reads the sentence aloud, and writes it on the blackboard as it is on the paper. The class decides if the sentence is correct. If they agree that it is, the student must then write the sentence in the passive voice. If the sentence is correct, the student gets two points for the team. If it is not correct, the first player on the other team has a chance to correct it for one point. The game is over when each student has had a turn at the board, and the team with the most points wins.
2. Have the students make a list, or a collage, or a report, or a collection of pictures of other significant cultural ties between Hawai'i and other countries such as England, Samoa, Tahiti, Korea, China, Vietnam, etc.



VIII. 'O Ko'u Kaikunāne, ka Lawai'a

Content Emphases:

1. Use of loa'a.
2. Some vocabulary pertaining to sea life.

Keys:

Ho'oma'ama'a I:

1. Ua loa'a ka 'aihue i ka māka'i.
2. Ua loa'a iā 'oe kāu kālā?
3. E loa'a ana i ke kumu nā puke.
4. Ua loa'a ka he'e i ka lawai'a.
5. Loa'a ka manō ma ka mākeke 'o Tamashiro.

Ho'oma'ama'a II:

1. Ua wehe 'ia ka 'ala'ala mai ka he'e mai.
2. 'A'ole 'o ia he lawai'a maika'i.
3. He manō, he hīhīmanu a he puhi nā mea 'ekolu.
4. Ua ho'ohuihui 'ia ka he'e me ka 'ala'ala, ka nīoi, ka 'inamona, ka pa'akai a me ka limu.
5. 'Ae, he ho'opau manawa.

Ho'oma'ama'a III:

1. He i'a.
2. He puhi.
3. He wana.

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4. He ula.

5. He manō.

Suggested Activities:

1. Have students prepare a Hawaiian seafood dish and explain the method of preparation in Hawaiian.
2. Have students make a bulletin board display showing things from the sea and naming them in Hawaiian.

IX. He Leka maiā Ka'ohuokalani mai

Content Emphases:

1. Relative time phrases: now, today, all day, all night, every day, tomorrow, day after tomorrow, next week, week after next, last night, yesterday, day before yesterday, last week, late at night.
2. Letter salutations and closings.
3. The use of the word kauhale without a determiner preceding it.

Keys:

Ho'oma'ama'a I:

1. Ua hele aku 'o Kua'ana i kahakai i nehinei a ia lā aku.
2. E hele ana au i ke kulanui i kēia makahiki a'e.
3. I ka pō nei, ho'i mai 'o ia i kauhale i ke aumoe.
4. Ua kalaiwa mākou i ke kahua mokulele i kēlā mahina aku nei.
5. E 'ike ana 'o Kanoa i kona kaikuahine i kēia pule a'e a ia pule aku.

Ho'oma'ama'a II:

Answers will vary; possible answers are suggested below:

1. Aloha kāua e ku'u hoaaloha  
'O wau nō
2. Aloha kākou e Pāpā mā  
Me ke aloha
3. E ka Meia 'o \_\_\_\_\_, aloha 'oe  
'O au nō me ka ha'aha'a

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Ho'oma'ama'a III:

1. 'a'ole
2. 'ae
3. 'a'ole
4. 'ae
5. 'a'ole
6. 'a'ole
7. 'ae

Ho'oma'ama'a IV:

1. nehinei
2. kēlā makahiki aku nei
3. nehinei a ia lā aku
4. kēlā mahina aku nei
5. kēia pule a'e a ia pule aku
6. 'apōpō a ia lā aku
7. ka pō nei
8. nehinei a ia lā aku
9. kēlā mahina aku nei
10. kēlā mahina aku nei

Suggested Activities:

1. Give a vocabulary/spelling quiz on phrases referring to time relationships. Include such phrases as "the other day" (i kēlā lā aku nei) and "last Wednesday" (i kēlā po'akolu aku nei or i ka po'akolu aku nei) to see if the students are able to figure out how to construct phrases which have not been

He Leka maiā Ka'ohuokalani mai

specifically introduced in this lesson.

2. Have each student write a letter in Hawaiian to a friend. In these letters students should tell about what they have been doing in their Hawaiian language class and what they are planning to do in the near future.
3. Have a group of students prepare a brief report for the class about the island of Kaua'i. They could tell something about each of the places mentioned in the letter from Ka'ohuokalani.



## X. Kō'elepālau

### Content Emphases:

1. The positive and negative imperatives.
2. Making kō'elepālau and the vocabulary used.

### Keys:

#### Ho'oma'ama'a I:

1. E lawe mai ('oe) i ka wai niu.  
Mai lawe mai ('oe) i ka wai niu.
2. E ninini ('oe) i ka wai i loko o ka pola.  
Mai ninini ('oe) i ka wai i loko o ka pola.
3. E kupa ('oe) i ka 'uala, e Kanoe.  
Mai kupa ('oe) i ka 'uala, e Kanoe.
4. E ho'opē ('oe) i ka 'uala ma luna o ka pākaukau.  
Mai ho'opē ('oe) i ka 'uala ma luna o ka pākaukau.
5. E 'ai ('oe) i ke kō'elepālau.  
Mai 'ai ('oe) i ke kō'elepālau.

#### Ho'oma'ama'a II:

P M O N K O ' N U W K O Ā  
K Ō ' E L E P Ā L A U I K  
L I U P U N O K E I U ' E  
O M A W N I L Ē W N O I E  
K P L Ā A P A W N I ' H Ō  
O M A I P A H U H U A I M  
N I N I N I K U P A I L A

## Kō'elepālau

### Suggested Activities:

1. Have students and/or the teacher prepare kō'elepālau in class.
2. Have students try preparing kō'elepālau for their families.
3. Have students attempt to either write or explain another Hawaiian recipe in Hawaiian.
4. Do a bulletin board display showing the preparation of a Hawaiian dish.



## XI. Ke Kikowaena Kū'ai 'o Alamoana

### Content Emphases:

1. The use of the word loko meaning in, inside, within, or interior.
2. The prepositions i, o, ko, ma, mai, no, iā before the word loko.

### Keys:

#### Ho'oma'ama'a I:

1. ma/i loko o ka hale
2. ma/i loko o ka hale 'aina
3. ma/i loko o Woolworth
4. ma/i loko o ka hale kū'ai
5. ma/i loko o Liberty House

#### Ho'oma'ama'a II:

1. o loko o nā hale
2. o loko o nā hale kū'ai
3. o loko o nā hale 'aina
4. o loko o Woolworth
5. o loko o Liberty House

#### Ho'oma'ama'a III:

1. mai loko (mai) o ka hale
2. mai loko (mai) o ka hale 'aina
3. mai loko (mai) o ka hale kū'ai
4. mai loko (mai) o Woolworth
5. mai loko (mai) o Iāpana

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Ho'oma'ama'a IV:

1. iā loko o ka hale
2. iā loko o ka hale kū'ai
3. iā loko o Shirokiya
4. iā loko o ka hale 'aina
5. iā loko o Liberty House

Ho'oma'ama'a V:

1. no loko o ka hale
2. no loko o ka hale 'aina
3. no loko o Woolworth
4. no loko o ka hale kū'ai
5. no loko o Iāpana

Ho'oma'ama'a VI:

1. ko loko o ka hale
2. ko loko o kēia hale kū'ai
3. ko loko o ka hale 'aina
4. ko loko o Liberty House
5. ko loko o Woolworth

Ho'oma'ama'a VII:

1. ma/i loko o ka hale
2. ma/i loko o kēia hale kū'ai
3. ma/i loko o ka hale 'aina
4. ma/i loko o Liberty House
5. ma/i loko o Woolworth

Ke Kikowaena Kū'ai 'o Alamoana

Ho'oma'ama'a VIII:

1. i
2. o/i/ma
3. mai
4. iā/i
5. o/i
6. ko



## XII. Kekaimālie

### Content Emphases:

1. The verb lilo used to mean "to win."
2. The various forms of the demonstrative sentence starting with "That is . . ." plus names, adjectives, and predicate nominatives.
3. Vocabulary pertaining to a favorite sport of high school students--canoe paddling.

### Keys:

#### Ho'oma'ama'a I:

1. Aia 'o Kekaimālie i luna o ka wa'a.
2. Ke hoe wa'a nei 'o ia.
3. Ikaika nō 'o ia.
4. Ke ho'oma'ama'a nei lākou i kēia manawa no ka heihei wa'a mai Moloka'i a hiki i O'ahu.
5. I kēlā makahiki aku nei, ua lilo ke kūlana 'ekahi i kekahi hui o Kahiki.
6. 'Ano hilahila nā hui Hawai'i.
7. Ho'oikaika lākou i ka ho'oma'ama'a 'ana.
8. Hoe wa'a lākou i nā 'auinalā a pau.
9. Hoe wa'a lākou i ke kai kū'ono 'o Kailua mai ka lae 'o Lanikai a hiki i ke kahakai 'o Kākela.
10. Ke ho'omau nei lākou i kēia hana no'eau a nā Hawai'i'o ke au kahiko.

## Kekaimālie

### Ho'oma'ama'a II:

1. Nui kēlā.
2. Mamao kēlā.
3. Lō'ihī kēlā.
4. Pa'akikī kēlā.
5. Kahiko kēlā.
6. No'eau/Akamai kēlā.
7. Hilahila kēlā.
8. Ikaika kēlā.

### Ho'oma'ama'a III:

9. He wa'a kēlā.
10. He lālā kēlā.
11. He hoe kēlā.
12. He wa'a heihei kēlā.
13. He wa'a heihei koa kēlā.
14. He heihei kēlā.
15. He hui Kahiki kēlā.
16. He heihei lō'ihī kēlā.
17. He kai kū'ono kēlā.
18. He kahakai kēlā.
19. He 'ōpio Hawai'i kēlā.
20. He hana no'eau kēlā.

## Kekaimālie

### Ho'oma'ama'a IV:

1. Ha'aheo nā 'ōpio Hawai'i.
2. Ikaika maoli nō 'o ia.
3. He 'umi mile ka lō'ihi o ka heihei.
4. He 'unikūmāono kapua'i ka lō'ihi o ka wa'a.
5. I kēlā makahiki aku nei, hoe wa'a 'o ia i nā 'auinalā a pau.
6. I kēlā pule aku nei, 'a'ole lākou i ho'oma'ama'a i nā 'auinalā a pau.
7. I kēia makahiki, ua lilo ka heihei i ka hui Hawai'i.
8. Ua hoe lākou mai ka hola 'ewalu o ke kakahiaka a hiki i ka hola 'unikūmālua o ke awakea.
9. Noho lākou a pau kokoke i ke kai kū'ono 'o Kailua.
10. Makemake 'o Kekaimālie e hoe wa'a.

### Suggested Activities:

1. Using basic structures and vocabulary in the reading, let students write a free composition concerning their own paddling experiences. Keep it short and simple.
2. Encourage artistic students to draw a Hawaiian racing canoe and to label all the parts correctly. This will require either research and/or the the interviewing of knowledgeable Hawaiian speakers.
3. Suggest to more out-going students to put together an oral description of a canoe race like a sports broadcast for class presentation.
4. Encourage a student to bring a model of a racing canoe to class and to describe it in Hawaiian.
5. The following are some suggested readings:

Kekaimālie

Tales of Old Hawai'i, Russ and Peg Apple, The Honolulu Star-Bulletin:

- a. "The Canoe Birds " (a legend), March 18, 1972.
- b. "Ancient Sport Revived" (includes sketch with Hawaiian names),  
July 1, 1972.
- c. "Canoe Racing Today," July 8, 1972.
- d. "Koa Canoes for the Brave," April 20, 1974.
- e. "A Hull Design for Every Race," May 4, 1974.
- f. "Canoe Racing in Tahiti," May 7, 1976.
- g. "Outrigger Canoe Club," September 23, 1977.
- h. "Inter-Isle Canoeing," November 11, 1977.



XIII. He Keiki Pōmaika'i nō Wau

Content Emphases:

1. Possessive adjectives.
2. Vocabulary relating to pastimes.

Keys:

Ho'oma'ama'a I:

1. Polū ka'u lole puni.
2. Aia i hea kona papa he'e nalu?
3. Ke 'ōlelo nei 'o ia i kona makuahine.
4. Lō'ihī loa kā mākou kumu.
5. Makemake au i ko lāua ka'a.
6. Ua pau kāu hana.
7. 'O wai ko lākou inoa?
8. Pehea kā kāua mau keiki?
9. E hā'awi mai i kā mākou puke.
10. Ikaika ko 'olua makua kāne.

Ho'oma'ama'a II:

(Answers may vary according to the student.)

1. Nui ka lokomaika'i o ko Kanoa 'ohana iā ia.
2. 'O 'E Ku'u Morning Dew' ka inoa.
3. E hana ana 'o ia i ka hale hana halakahiki.
4. Makemake 'o ia e kū'ai i kekahi ka'a.
5. Hele 'o ia e he'e nalu i Mākaha.
6. 'Ae, he'e nalu au ma Waikīkī.
7. 'Ae, he laikini kalaiwa ka'a ko'u.

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8. Ho'olohe au i ke kahua lekiō 'o KKUA.
9. He 'umikūmahiku o'u makahiki.
10. 'A'ohe a'u pāleo puni.

Ho'oma'ama'a III:

1. our (2 excl.) radio
2. my money
3. his/her driver's license
4. our (2 incl.) gift
5. their (3+) house
6. your typewriter
7. their (2) mother
8. your (2) record
9. our (3+ excl.) surfboard
10. your (3+) letter

Suggested Activities:

1. Have the students write a short composition about their favorite pastime(s).
2. Have students prepare an exhibit on contemporary Hawaiian music or singers.
3. Advanced students may select a Hawaiian song from a record and transcribe its lyrics.

#### XIV. Ka Pule 'ana

##### Content Emphases:

1. The aspects of a prayer.
2. Prayer composition.
3. Prayer vocabulary.

##### Keys:

###### Ho'oma'ama'a I:

1. No Keoki kēia pā'ina.
2. No ka lā hānau mua o Keoki.
3. 'O Kanamu a me Loke Nāhinu.
4. a) No kona ho'opōmaika'i 'ana mai.  
b) No ka na'auao a me ka ikaika.  
c) No ka ho'opōmaika'i 'ana i ko Keoki mau mākua.  
d) No ke kōkua a me ke alaka'i 'ana i ke keiki kāne i ke ala pono.  
e) No ke kia'i 'ana i ka po'e i ko lākou ho'i 'ana.
5. Almighty power

###### Ho'oma'ama'a II:

(This exercise will vary from student to student.)

##### Suggested Activities:

1. Teachers may suggest special occasions to the students and let them try to compose their own prayers to fit the situation.
2. Have students say a prayer at home for the family, then get feedback from the parents and students.
3. Students could all take turns in saying a short prayer at the beginning of class each day.



XV. I Loko o ke Awāwa 'o Moanalua

Content Emphases:

1. Review of the locatives: luna, lalo, mua, hope, loko, waho, kai, uka, waena, ka 'ao'ao 'ākau, ka 'ao'ao hema.
2. Cultural readings containing some place names pertaining to Moanalua Valley, O'ahu.

Keys:

Ho'oma'ama'a I:

1. 'a'ole
2. 'ae
3. 'a'ole
4. 'ae
5. 'a'ole

Ho'oma'ama'a II:

1. Aia ka 'īlio ma/i mua o ke ka'a/kalaka 'ōpala.  
Aia ka 'īlio i/ma ka 'ao'ao hema o ke ka'a/kalaka 'ōpala.
2. Aia ka pōpoki ma/i lalo o ke ka'a/kalaka 'ōpala.
3. Aia nā kānaka 'ohi 'ōpala ma/i hope o ke ka'a/kalaka 'ōpala.  
Aia nā kānaka 'ohi 'ōpala ma/i ka 'ao'ao 'ākau o ke ka'a/kalaka 'ōpala.
4. Aia ke kaikamahine i/ma loko o ka hale.
5. Aia ke kinipōpō ma/i waena o nā kini 'ōpala.

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### Ho'oma'ama'a III:

1. Aia ke kahawai ma waena o ke awāwa.
2. Aia 'o Waiola i uka o ka Pōhakuluahine.
3. Aia nā ki'i pōhaku ma luna o ka pōhaku nui.
4. 'A'ole hiki ke ho'okū i ke ka'a i loko o ka pā paukū kaula hao.
5. No ka nui o ka ua, ua kali 'o ia ma lalo o ka uapo.

### Suggested Activities:

1. Encourage the students to take a hike into Moanalua Valley and then write their own short compositions on where they hiked, what plants they could identify, and/or the places they could identify from the place names in the reading. Further information on place names and flora in the valley may be obtained from the Moanalua Gardens Foundation.
2. Play a guessing game in class in which a person selects an object to be guessed. The students may only ask questions using locative phrases, e.g., Aia ma luna o ka pākaukau? or Aia i loko o ka waihona puke? The person may only answer with 'ae or 'a'ole until the object is guessed, at which time the guessing student says the name of the object in Hawaiian, and the person acknowledges the guess as pololei or 'a'ole pololei.

XVI. 'O Hawai'i, ka Moku'āina Kanalima

Content Emphases:

1. Geographical vocabulary about Hawai'i and the world.
2. Construction and use of comparative and superlative adjectives.

Keys:

Ho'oma'ama'a I:

1. 'ae
2. 'a'ole
3. 'a'ole
4. 'ae
5. 'a'ole
6. 'a'ole

Ho'oma'ama'a II: (These answers may be in a different order.)

1. 'O Lādana ke kapikala o Pelekāne.
2. 'O Palisa ke kapikala o Palani.
3. 'O Mokekao ke kapikala o Lūkia.
4. 'O Tōkio ke kapikala o Iāpana.
5. 'O Wakinekona ke kapikala o 'Amelika Hui Pū 'Ia.

Ho'oma'ama'a III:

A. The comparative

1. 'Oi aku ka li'ili'i o Lāna'i ma mua o Maui.
2. 'Oi aku ka lō'ihī o ke kumu niu ma mua o ka pū hala.
3. 'Oi aku ka nui o ka po'e māka'ika'i ma Waikiki ma mua o Ni'ihau.
4. 'Oi aku ka nui o ka makani o Kāne'ohe ma mua o 'Aiea.