A Day On Malia’s Farm

Gina-Marie Ramiscal, Author and Illustrator

(Mālama Honua Digital Storybook Series
Gloria Y. Niles, Ph.D. (Editor) University of Hawai‘i at West O‘ahu

(original image G.M. Ramiscal, 2015)
Malia and her ohana (family) have a farm. On their ʻāina (land) they grow fruit trees and kalo.
Malia loves to take care of her banana trees.
Malia loves to eat bananas.

Bananas have fiber.

Fiber helps Malia stay healthy.
Malia take good care of her guava trees.
Malia loves to eat guava. Guava gives Malia’s body protein, and vitamins A and C.
Malia also tends to her lilikoʻi plants.

(original image G.M. Ramiscal, 2015)
Malia loves liliko‘i. Liliko‘i has iron which gives Malia’s body energy.
Malia takes care of her mango trees.

(original image G.M. Ramiscal, 2015)
Malia loves to eat mango. This fruit has antioxidants that protect Malia’s body.
Malia helps her dad clean out the kalo patch.

(Original image G.M. Ramiscal, 2015)
Malia loves kalo because it has lots of vitamins. Mama makes ono (delicious) poi from taro roots.
Malia takes care of the farm. The food from the ‘āina takes care of Malia’s body.

(original image G.M. Ramiscal, 2015)
“How has your day gone so far Malia?” Her Father asks.
“Fun! I love taking care of the farm with you, Papa.” Malia answers.
“How are the plants doing?” Her Mother questions.
“They are growing nicely, and all the fruits are smelling so ono!” Malia giggles.
Malia cannot wait to ‘ohi (harvest) all of the fruit!
Banana gives me fiber. Guava gives me vitamin C. The liliko‘i gives me iron. Mango gives me antioxidants. Kalo gives me vitamins. The fruit from the farm is healthy.
Malia helps the fruit grow by taking care of the ‘āina. The fruit from the farm helps Malia grow healthy and strong.

(Original image G.M. Ramiscal, 2015)
National Health Education Standards

• Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (Malia realized the importance she plays in cultivating her family’s farm, and her family understands how she makes better healthful decisions, with maintaining good health for the land as well).

• Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (Malia discusses with her parents on a daily basis to help build her knowledge with farming and healthier life decisions).

• Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. (Malia grows healthy local fruits and knows how important each one is for her health).

• Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. (Malia makes sure to eat her fruits daily and makes sure she harvests and care for her trees on her family farm).

• Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (Malia knows eating healthy will provide her with the nutrients needed to stay healthy and strong).
Hawaii Content and Performance Standards

• Reading Literature. Craft and Structure. 1.RL.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

• Reading Literature. Integration of Knowledge and Ideas. 1.RL.7. Use illustrations and details in a story to describe its characters, setting, or events.

• Reading Informational. Key Ideas and Details. 1.RI.2. Identify the main topic and retell key details of a text.

• Reading Informational. Craft and Structure. 1.RI.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

• Reading Informational. Range of Reading and Level of Text Complexity. 1.RI.10. With prompting and support, read informational texts appropriately complex for grade 2.
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